DOCUMENT RESUME

ED 341 485 PS 020 274

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TITLE Developmentally Appropriate Early Childhood Education. Presenter's Guide for Assessment Workshop.
INSTITUTION Chapter 1 Rural Technical Assistance Center, Portland, OR. Region 6.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
REPORT NO TAC-B-179
PUB DATE Jun 91
CONTRACT LC90086006
NOTE 105p.; For related documents, see PS 020 273-275.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Child Development; *Early Childhood Education; Educational Objectives; *Evaluation Methods; High Risk Students; *Measurement Techniques; Program Development; Program Evaluation; School Readiness; Screening Tests; *Student Evaluation; *Workshops
IDENTIFIERS *Developmentally Appropriate Programs; Education Consolidation Improvement Act Chapter 1

ABSTRACT

A workshop designed to present teachers and administrators with information on assessment issues and instruments related to developmentally appropriate practices in early childhood classrooms is presented in this guide for trainers. The workshop is process-oriented, meaning that participants will be engaged in activities that require them to absorb and share new information. The activities include the presentation of introductory material, resource information, and a summary. Activities address assessment from the developmentally appropriate perspective; the development of an assessment plan; and the writing of desired outcomes. The trainer's guide contains an overall design and purposes for the workshop, a training agenda that lists each activity and the time and materials required for it, and individual instruction sheets for each activity. These sheets include procedures to be followed during the activity and references to appropriate transparencies and participant handouts. Copies of the 17 handouts and 18 transparencies used are included. One of the handouts is an annotated bibliography containing 42 items. (BC)

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DEVELOPMENTALLY APPROPRIATE EARLY CHILDHOOD EDUCATION

PRESENTER'S GUIDE FOR ASSESSMENT WORKSHOP

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June 1991

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Acknowledgements

Caroline Harsha
provided word processing assistance
which contributed greatly
to the timely completion of this project.

The work reported was performed under Contract LC90086006 with the U. S. Department of Education. Opinions expressed in this report are those of the authors and do not necessarily reflect the position or policy of the U. S. Department of Education, Office of Planning, Budget and Evaluation.

ASSESSMENT IN DEVELOPMENTALLY APPROPRIATE EARLY CHILDHOOD CHAPTER 1 PROGRAMS

Goal: The purpose of this workshop is to present teachers and administrators with information on assessment issues and instruments related to developmentally appropriate practices (DAP) in early childhood classrooms. Besides the knowledge and skills participants will acquire from the workshop presentation and activities, they may also expand their knowledge beyond the scope of the workshop by reading the selections provided in the Annotated Bibliography and other resource materials.

Assumptions: The presenter needs a working wknowledge of Early Childhood Education (ECE), including a knowledge of Developmentally Appropriate Practices (DAP), standardized tests, and procedures for data collection via classroom observation. In addition, it is assumed the presenter has basic presenting skills and is able to set the flow of the workshop without overly detailed instructions.

Workshop Purposes:

1. To present Chapter 1 requirements for assessing ECE programs, as distinct from regulations for other Chapter 1 programs
2. To contrast the more traditional readiness assessment model with a model based on DAP philosophy
3. To examine different assessment approaches for DAP-based programs including skill assessment, portfolios and checklists
4. To assist participants in applying selection criteria for assessment tools
5. To explain the requirements and demonstrate the procedures necessary to write desired outcome statements
6. To prepare participants to evaluate their progress toward DAP assessment in their own ECE programs

Workshop Format: This workshop is process oriented. Participants will be engaged in several activities that require them to absorb and share new information.

Audience:	School personnel who are involved in planning, teaching or administering early childhood programs
Number of Participants:	Number of participants may vary; however, the size of the audience needs to be large enough to provide for group activities.
Estimated Length of Workshop:	Schedule three and one-half to four hours for this workshop, depending on audience participation
Equipment/ Materials Needed:	Overhead projector and screen, transparencies, training handouts
How Materials Are Organized	The presenter's guide contains an overall design and purposes for the workshop, an at-a-glance training agenda that lists each activity and the time and materials required, and individual instruction sheets for each activity which give the procedures to follow to carry out the activity. Procedures give step-by-step instructions and include references to appropriate transparencies and participant handouts which are numbered in sequence as they appear in the procedures. Separate packets contain the transparencies and participant handouts.

EARLY CHILDHOOD DEVELOPMENTALLY APPROPRIATE ASSESSMENT WORKSHOP

Purposes and Agenda

PURPOSES

1. To present Chapter 1 requirements for assessing ECE programs, as distinct from regulations for other Chapter 1 programs
2. To contrast the more traditional readiness assessment model with a model based on DAP philosophy
3. To examine different assessment approaches for DAP-based programs including skill assessment, portfolios and checklists
4. To assist participants in applying selection criteria for assessment tools
5. To explain the requirements and demonstrate the procedures necessary to write a desired outcome
6. To prepare participants to evaluate their progress toward DAP assessment in their own ECE program

AGENDA

Activity		Purpose
1.	**Introductions and Agenda Review**	Introduce trainer(s) to participants; explain workshop purposes and agenda; have participants introduce themselves and briefly describe their ECE program and needs
2.	**Assessment Overview**	Explain assessment purposes, models and limitations from the perspective of developmentally appropriate programs
3.	**Self-Study I**	Review sample of assessment instruments; provide participants an opportunity for discussion and learning from each other
4.	**Self-Study II**	Examine three different approaches for DAP assessment in light of participants current data collection and assessment procedures

5.	**Self-Study III**	Present information on writing appropriate desired outcomes
6.	**Resources**	Provide additional resource materials and references provided in the Appendix for further investigation
7.	**Summary and Evaluation**	Provide closure and final clarifications; request that participants complete the workshop evaluation form

Note: A couple of short breaks should be provided during the course of the workshop at appropriate times.

At-a-Glance Training Agenda for Three and One-Half Hour Workshop

Time		Activity	Materials
20 minutes	1.	Introductions and Agenda Review Notes:	Name Tags Workshop Sign-Up Sheet Overhead Projector and Screen HO 1: Purposes and Agenda T 1: Workshop Purposes T 2: ECE Readiness Cartoon T 3: Workshop Cautions
40 minutes	2.	Assessment Overview Notes:	HO 2, T 4: Comparison of Two Models of Assessment T 5: Percentage of Schools Administering Readiness Tests, T 6: DAP Philosophy T 7: NAEYC Warning Re: Screening HO 3, T 8: NAEYC Guidelines on Standardized Tests HOs 4-5, Transparencies 9-10: Developmental Variability HO 6: Chapter 1 ECE Regulations T 11: Chapter 1 ECE Regulations T 12: Not Required by Chapter 1
15 minutes		**Break**	
30 minutes	3.	Self-Study I. Assessment from the DAP Perspective Notes:	Overhead projector, Screen HO 7: Profile of DAP Assessment HO 8, T 13: Criteria for Reviewing an Instrument
30 minutes	4.	Self-Study II. Developing Your Own Assessment Plan Notes:	Overhead projector and screen HO 9: Parent Interview Form T 14: Reading Assessment Cartoon T 15: Teacher Observation T 16: Parent Input HO 10: Critiquing an Instrument HO 11: Assessment Expert Sheet

HO=handout
T=transparency

Time		Activity	Materials
15 minutes		**Break**	
30 minutes	5.	Self-Study III: Writing Desired Outcomes Notes:	HO 6, T 11-12: Chapter 1 ECE Requirements HO 12, T 17: Desired Outcomes: Early Childhood HO 13, T 18: Desired Outcomes Worksheet
15 minutes	6.	Resources Notes:	HO 14: Annotated Bibliography, Other Resources HO 15: Assessment Planner
15 minutes	7.	Summary and Evaluation Notes:	HO 16: Workshop Evaluation Form HO 17: Sign-up Sheet for NWREL Materials and Services

HO=handout
T = transparency

WORKSHOP PROCEDURES

Activity 1: Introductions and Agenda Review

Time Required: 20 minutes

Materials: Name tags, workshop sign-up sheet, overhead projector and screen

Handout 1: Purposes and Agenda

Transparency 1: Workshop Purposes

Transparency 2: ECE Readiness Cartoon

Transparency 3: Workshop Cautions

Procedures: Individual trainers may have their own style of introducing a workshop. The following is one suggested way.

1. Introduce self (and co-trainers) and give background for training--how it was developed and why it is being offered at a particular site.

2. Provide an opportunity for participants to introduce themselves and briefly share information about their ECE program(s) and their reason(s) for attending the workshop.

3. Refer participants to their handout packets; share the agenda and overall workshop objectives (**HO 1, T 1**), an example of the types of issues to be addressed, e.g., pushing for readiness versus allowing for developmental variation; (**T 2**), limitations (**T 3**), activities and contents of the materials packets.

WORKSHOP PROCEDURES

Activity 2: Assessment Overview

Time Required: 40 minutes

Materials: Overhead projector and screen

Handout 2, Transparency 4: Comparison of Two Models of Assessment

Transparency 5: Percentage of Schools Administering Readiness Tests

Transparency 6: DAP Philosophy

Transparency 7: NAEYC Warning Re: Screening

Handout 3, Transparency 8: NAEYC Guidelines on Standardized Tests

Handout 4-5, Transparencies 9-10: Developmental Variability

Handout 6: Chapter 1 ECE Regulations

Transparency 11: Chapter 1 ECE Regulations

Transparency 12: Not Required by Chapter 1

Procedures:

1. Address the importance of assessment and how parents of Chapter 1 students may not be as aware of its importance in ECE as middle-class parents generally as illustrated in **(T1)**.

2. Compare the DAP-based assessment philosophy with the traditional readiness model **(HO 2, T 4)**. Point out the difficulties with screening or so-called "readiness tests" **(T 5-7)**. You might name a few examples of such tests and poll participants on their familiarity with them. Go over guidelines for using standardized tests **(HO 3, T 8)** Emphasize that same-aged preschool children display considerable developmental variability **(HO 4-5, T 9-10)**.

3. Refer to the National Education Goal of having all children in America start school ready to learn by the year 2000.

4. Detail Chapter 1 regulations concerning assessment for ECE programs and how they differ from requirements from other Chapter 1 programs. **(HO 6, T 11-12)**. Since the use of norm-referenced tests is optional in grades prior to 2, discuss alternative assessment measures and their endorsement by the National Association for the Education of Young Children (NAEYC).

5. Solicit participant input on the purposes of assessment, and supply further explanation.

6. Ask for clarification questions or concerns.

7. Inform participants that an *Annotated Bibliography* with a section on assessment is included in their packets (see Activity 6). You may wish to note other resource titles.

WORKSHOP PROCEDURES

Activity 3: Self-Study I: Assessment From the DAP Perspective

Time Required: 30 minutes

Materials: Overhead projector and screen

Handout 7: Profile of DAP Assessment

Handout 8, Transparency 13: Criteria for Reviewing an Instrument

Procedures:

1. Note that the *Profile of Developmentally Appropriate Assessment Practices* is designed to help participants periodically review their programs in an informal way to determine to what extent they are moving toward a DAP assessment approach (**HO 7**).

2. Allow 20 minutes for participants to complete the profile and discuss their reactions, the assessment tools and information collection procedures they use in their classrooms.

3. Outline criteria to consider in the instrument review and selection process for the next activity; note the different domains of student growth to be taken into account (**HO 8, T 13**).

WORKSHOP PROCEDURES

Activity 4: Self-Study II: Developing Your Own Assessment Plan

Time Required: 30 minutes

Materials: Overhead projector and screen, *Summary of Instrument Characteristics Screening Measures*

Transparency 14: Reading Assessment Cartoon

Transparency 15: Teacher Observation

Transparency 16: Parent Input

Handout 9: Parent Interview Form

Handout 10: Critiquing an Instrument

Handout 11: Assessment Expert Sheet

Procedures: For this activity the presenter will need to obtain copies of assessment instruments or sections of longer ones. Instruments used by participants would be ideal. A source for identifying appropriate instruments is included.

1. Use **T 14, T 15** to illustrate how much participants can learn from classroom observation of student learning during instruction. Ask them to deduce what we can assess about a child's reading behavior from this cartoon. Supplement possible answers if necessary.

2. Remind participants not to overlook the importance of parent input. Refer to **HO 9** as a possible way to collect valuable information from parents about their children's skills and capabilities.

3. Present three different approaches to monitoring student growth in the classroom: structuring instructional activities to assess skills, portfolio assessment, and daily documentation (logs, checklists, etc.)

4. Ask participants to split into small groups to discuss whether the instruments meet certain criteria, how useful they appear and related issues. Give out several copies of the instruments to each group. They use **HO 10** and **HO 11** to make notes and report their reactions to these assessment tools to the entire group.

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Summary of Instrument Characteristics: Screening Measures

From: Assessment in Early Childhood Education: A Consumer's Guide by Beth Hoover Langhorst, Ph.D., Portland, OR: Northwest Regional Educational Laboratory, 1989.

Test Center
800/547-6339
503/275-9570

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	*Ages/ Grades*	*Adm. Time*	*Format*	*Content*	*Scores*	*Norms*	*Reliability*	*Validity*	*Comment*
Basic School Skills Inventory - Screening (BSSI-S) Hamill & Leigh, 1983 PRO-ED	Broad	Ages 4 - 6	5 - 10	Individually Adm Oral & Performance	Basic Facts Counting Speech Fine Motor	Standard Percentile	Poor	Fair Limited	Poor	
Battelle Developmental Inventory - Screening Test (BDI-S) DLM Teaching Resources	Broad	Ages 0 - 8	20 - 30 for ages 3 - 5	Individually Adm Performance Oral, Motor Pointing	Language Cognitive Motor Self	Multiple cutscore probability levels	Poor	None	Fair Limited	Heavily loaded with motor & personal/social items No evidence for technical qualities of cutscores
Bracken Basic Concept Scale - Screening (BBCS-S) Bracken, 1984 The Psychological Corporation	Relational Concepts	Ages 5 - 7	15	Group Adm Paper & Pencil Multiple Choice	Survey of all Relational Concepts	Standard Percentile Stanine NCE	Fair	Fair	Poor Limited	The use of "concept age" score is not recommended
Brigance Preschool Screen Brigance, 1985 Curriculum Associates, Inc.	Broad	Ages 3 & 4	10 - 15	Individually Adm Spiral bound Oral, Pointing Performance	Colors, Motor Language Body Parts Personal data	Raw scores for group ranking	None	None	Content Fair Screening Poor	Parent & Teacher Rating Forms available Not validated for screening
Brigance K & 1 Screen Brigance, 1982 Curriculum Associates, Inc.	Broad	Grades K & 1	10 - 15	Individually Adm Spiral bound Oral, Pointing Performance	Basic Facts Language Mathematics Motor	Raw scores for group ranking	None	None	Good Limited	Parent & Teacher Rating Forms available Author has not validated this test for screening
The Communication Screen Striffler & Willig, 1981 (TCS) Communication Skill Builders	Language	Ages 2,10 to 5,9	2 - 5	Individually Adm Stimulus card Oral & Perform. Observations	Language Cognitive	Pass Suspect Fail	Preliminary Limited	Fair Limited	Fair Limited	Developed by clinicians Needs more evidence of technical quality, smaller age groups for scoring
Denver Developmental Screening Test (DDST) Frankenburg et al., 1975 LA-DOCA Project & Publishing Fndtn	Broad	Ages 0 - 6	20	Individually Adm Manipulatives Motor, Oral Performance	Self Fine Motor Language Gross Motor	Cutscores	Poor Dated	Fair Limited	Fair	Conservative test, errs on the side of underreferrals

Summary of Instrument Characteristics: Screening Measures cont.

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	*Ages/ Grades*	*Adm. Time*	*Format*	*Content*	*Scores*	*Norms*	*Reliability*	*Validity*	*Comment*
Developmental Activities Screening Inventory II Fewell & Langley, 1984 (DASI II) PRO-ED	Primarily Academics	Ages 0 - 5	Untimed	Individually Adm Pointing Performance few Oral	Colors Classify Visual Motor Memory Spatial Reltns	Developm. Age & Quotient	None	None	Poor	
Developmental Indicators for the Assessment of Learning-Revised (DIAL-R) Childcraft Education Corporation	Broad	Ages 4 - 6	5 - 10	Individually Adm Oral & Performance	Basic Facts Counting Speech Fine Motor	Standard Percentile	Fair	Fair Limited	Fair	
Early Identification Screening Program (EISP) Baltimore City Public Schools, 1982 Modern Curriculum Press	Academics	Grades K & 1	20	Individually Adm Performance Oral	Perception Colors (name) Shapes Visual Motor	Total raw score	None	Good	Fair	
Early Screening Inventory (ESI) Meisels & Wiske, 1983 Teachers College Press	Broad	Ages 4 - 6	15 - 20	Individually Adm Performance Motor & Oral	Cognitive Counting Language Motor	Cutscores: OK Rescreen Refer	Fair	Good Limited	Good	Extensive new norm study underway includes 3-year-olds
Florida Kindergarten Screening Battery (FKSB) Satz & Fletcher, 1982 Psychological Assessmt Resources	Language Perception	Grade K	20	Individually Adm Oral Performance	Vocabulary Visual Motor Perception Alphabet	Individual test scores are weighted	Fair	Fair	Fair	Impressive longitudinal validity studies but of limited generalizability
Fluharty Preschool Speech and Language Screening Test Fluharty, 1978 DLM Teaching Resources	Language	Ages 2 - 6	6	Individually Adm Picture cards Oral Pointing	Vocabulary Articulation Comprehension Repetition	Cutscores for each subtest	Good	Good Limited	Unclear	Specific instructions on how to make allowances for Black dialect Cutscore develop. unclear
Kindergarten Language Screening Test (KLST) Gauthier & Madison, 1983. PRO-ED	Language	Grade K	10	Individually Adm Oral	Basic Facts Language Self Follow Direction	Total Raw score	Fair Limited	Fair Limited	Good	Measures a broad variety of language skills

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Summary of Instrument Characteristics: Screening Measures cont.

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	*Ages/ Grades*	*Adm. Time*	*Format*	*Content*	*Scores*	*Norms*	*Reliability*	*Validity*	*Comment*
McCarthy Screening Test (MST) McCarthy, 1978 The Psychological Corporation	Broad	Ages 4 - 6 1/2	20	Individually Adm Manipulatives Motor, Oral Performance	Motor Cognitive Language Mathematics	Pass/Fail by subtest Cutscores: # failed	Good Dated	Fair Limited	Good Limited	Developed from MSCA No independent norms validity or reliability
Miller Assessment for Preschoolers (MAP) Miller, 1984 The The Psychological Corporation	Broad	Ages 2,9 to 5,8	25 - 35	Individually Adm Motor Performance Oral	Broad range of Motor and Language Skills	Percentile cutscores	Excellent	Good	Good	Training video available Supplemental behavior observations
Mullen Scales of Early Learning (MSEL) Mullen, 1984 T.O.T.A.L. Child, Inc.	Broad	Ages 1,3 to 5,8	35 - 45	Individually Adm Manipulatives Picture Books Oral & Perform.	Perception Language Cognitive Visual Motor	Age scores T-scores	Good	Good	Good Limited	Test materials include colorful toys attractive to children
Pediatric Examination of Educational Readiness (PEER) Levine & Schneider, 1982 Educators Publishing Service	Broad	Ages 4 - 6	60	Individually Adm Performance Oral, Motor	Language Basic Facts Motor Orientation	Concern Level cutscores	Fair	Fair Limited	Good Limited	Designed for medical setting or interdisciplinary screening
Preschool Development Inventory (PDI) Ireton, 1984 Behavior Science Systems	Primarily Academics	Ages 3 - 5 1/2	25	Individually Adm Parental rating Yes/No format	Language Motor Self, Social Problem behav	cutscores	Fair Limited	None	Poor Limited	
Screening for Related Early Educational Needs (SCREEN) Hresko et al., 1988 PRO-ED	Academics	Ages 3 - 7	15 - 40	Individually Adm Pointing, Oral Performance	Language Reading Writing Mathematics	Standard Percentile	Good	after age 6 Good Limited	Fair	Little evidence of reliability and validity is poor for the 3-5 age range
SEARCH Silver & Hagin, (1981) Walker Educational Book Corporation	Perception	Ages 5,3 to 6,8	20	Individually Adm Manipulatives Performance Oral, Motor	Perception Perceptual/ Motor, Memory Articulation	Ability Profile Stanines Cutscores	Fair Dated (1973)	Fair Limited	Fair Limited	Multiethnic content depiction

Summary Table of Instrument Characteristics: Mastery of Readiness Concepts

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	*Ages/ Grades*	*Adm. Time*	*Format*	*Content*	*Scores*	*Norms*	*Reliability*	*Validity*	*Comment*
Analysis of Readiness Skills Rodrigues, Vogler & Wilson, 1972 The Riverside Publishing Company	Academics (Limited)	Grade K	30 - 40	Individual or Group Adm. Paper & Pencil Multiple Choice	Letter Discrim & Naming Number names & Counting	Percentile	Poor Dated	Poor Limited	Poor Limited	Traditional concept of readiness skills
Basic School Skills Inventory- - Diagnostic (BSSI-D) Hammill & Leigh, 1983 PRO-ED	Broad	Ages 4 - 6	20 - 30	Individually Adm Teacher ratings Performance Oral	Language Literacy Mathematics Self/behavior	Percentile Standard	Fair	Fair	Poor	
Boehm Test of Basic Concepts - Revised (Boehm-R) Boehm, 1986 The Psychological Corporation	Relational Concepts	Grades K 1 - 2	30	Group Adm. Paper & Pencil	All areas of Relational Concepts	Total Raw Score Percentile	Excellent	Grade K Good Overall Fair	Grade K Excellent Overall Good	Class record form - Key Parent/teacher Conference Report form available
Boehm Test of Basic Concepts - Preschool Version (Boehm-PV) Boehm, 1986 The Psychological Corporation	Relational Concepts	Ages 3 - 5	10 - 15	Individually Adm Paper & Pencil	All areas of Relational Concepts	Total Raw Score Percentile	Fair	Good Limited	Good Limited	Class record form - Key Parent/teacher Conference Report form available
Bracken Basic Concept Scale - Diagnostic (BBCS-D) Bracken, 1984 The Psychological Corporation	Relational Concepts	Ages 2 1/2 to 8	20 - 30	Individually Adm Multiple Choice Pointing or Oral	All areas of Relational Concepts	Standard Percentile Stanines NCE	Fair	Fair	Good	Exhaustive set of 258 concepts The use of "concept age" score is not recommended
CIRCUS ETS, 1972, 1979 CTB/McGraw-Hill	Academics	Grades Pre-K K & 1	30 per subtest	Group Adm Paper & Pencil Multiple choice	Perception Mathematics Language Cognition	Standard Percentile Stanine	Excellent	Good	Good Limited	Many subtests can be used spearately or in groups; Teacher Observation Instrumt avail
Cognitive Skills Assessment Battery (CSAB) Boehm & Slater, 1981 Teachers	Academics	Grades Pre K & K	20 - 25	Individually Adm Stim. Card Easel Oral, Perform. Written	Concepts Perception Cognition Self	% Pass by item Means for area	Fair	Fair Limited	Fair	Fall & spring norms by SES level Behavior rating scale available

Summary Table of Instrument Characteristics: Mastery of Readiness Concepts cont.

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	*Ages/ Grades*	*Adm. Time*	*Format*	*Content*	*Scores*	*Norms*	*Reliability*	*Validity*	*Comment*
Gesell Preschool Test Haines, Ames & Gillespie, 1980 Programs for Education, Inc.	Broad	Ages 2 1/2 - 6	30 - 45	Individually Adm. Manipulatives Oral & Performance	Self Language Visual Motor	Age based success level by item	Poor Limited	None	Poor Limited	Reliability and validity have not been established
Gesell School Readiness Test aka School Readiness Screening Test (SRST), 1978 Programs for Education, Inc.	Broad	Ages 4 1/2 - 9 4 1/2 - 5	20 - 30	Individually Adm Manipulatives Performance Oral	Self Language Visual Motor	Age based success levels	Poor Limited Dated	None	Poor Limited	Clinical approach to scoring requires extensive training
The Lollipop Test Chew, 1981, 1989 Humanics LTD	Academics	Grades Pre-K & K	15 - 20	Individually Adm Pointing, Oral Copying	Basic Facts Relt.Concepts Copy shapes Math & Writing	Raw Scores Suggested Mastery Levels	Fair	Fair	Good	Attractively packaged Child & examiner friendly
Metropolitan Readiness Tests-Fifth Editon (MRT) Nurss & MacGauvan, 1986 The Psychological Corporation	Academics	Grades Pre-K K & 1	80 - 95	Group Adm. Paper & Pencil Multiple Choice Performance	Language Literacy Perception Mathematics	Raw Score Percentile Stanine Mast. levels	Excellent	Good	Good	Instructional Materials Parent/teacher Conference Report forms Behavior checklists
Preschool Inventory (PI) Caldwell, 1970 CTB/McGraw-Hill	Academics	Ages 3 - 6	15	Individually Adm Manipulatives Oral Motor Performance	Self Language Basic Facts Copy Forms	Percentile % Pass by Item	Fair Dated Limited	Fair Limited	Fair	Clear SES differences Norm group all Head Start children available
School Readiness Survey. Jordan & Massey, 1976 (SRS) Consulting Psychologists Press	Academics	Grades Pre K	Untimed	Individually Adm by the Parent Multiple Choice Pointing, Oral	Basic Facts Perception Cognitive Vocab. & Self	Readiness Levels	Fair Dated	Fair	Fair	Effective communication device to discuss school readiness with parents
Tests of Basic Experiences Second Editon (TOBE 2) Moss 1979 CTB/McGraw-Hill	Academics	Grades Pre K K & 1	160 40 per subtest	Group Adm Paper & Pencil Multiple Choice	Language Mathematics Science Social Studies	Standard Percentile Stanines NCE	Excellent	Good Limited	Fair Limited	Optional 1 item/page books Fall, winter, spring norms Public & Catholic norms Practice Test

Summary Table of Instrument Characteristics: Mastery of Readiness Concepts cont.

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	*Ages/ Grades*	*Adm. Time*	*Format*	*Content*	*Scores*	*Norms*	*Reliability*	*Validity*	*Comment*
Test of Early Language Development (TELD) Hresko, Reid & Hammill 1981 PRO-ED	Language	Ages 3 - 7	15 - 20	Individually Adm Stimulus cards . Oral Pointing	Expressive Receptive Vocabulary Syntax	Percentile Lang Quot Lang Age.	Fair Limited	Excellent	Good	Well written, helpful manual
Test of Early Mathematics Ability (TEMA) Ginsburg & Baroody, 1983 PRO-ED	Mathematics	Ages 4 - 8+	20	Individually Adm Stimulus cards . Manipulatives Oral, Perform.	Quantitative Concepts Counting Calculation	Percentile Math Quot Math Age.	Fair Limited	Good Limited	Fair	New version coming in 1989 This version has limited utility for preK or beg. K
Test of Early Reading Ability (TERA) Reid, Hresko & Hammill, 1981 PRO-ED	Reading	Ages 4 - 8+	15 - 20	Individually Adm Stimulus cards . Oral Pointing	Wide range of Early Literacy Skills	Percentile Standard Lang Age.	Good	Excellent	Fair Limted	All new version for 1989 This version difficult below age 6
Test of Early Written Language (TEWL) Hresko, 1988 PRO-ED	Literacy	Ages 3 - 8	10 - 30	Individually Adm Stimulus cards . Writing, Oral Pointing	Range of Early Literacy Skills	Percentile Standard	Fair Limited Informtn	Good Limited	Poor Limited	Administration instructions tend to hurry child Norms do not acount for experiential differences
Test of Language Development - Primary (TOLD-2 Primary) Hresko, Reid & Hammill 1981 PRO-ED	Language	Ages 4 - 8+	30 - 60	Individually Adm Stimulus cards . Oral Pointing	Expressive Receptive Vocabulary Syntax	Percentile Standard Lang Quot. T- z- NCE	Excellent	Excellent	Good	Well written, helpful manual

Summary Table of Instrument Characteristics: Other Early Childhood Measures

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	*Ages/ Grades*	*Adm Time*	*Format*	*Content*	*Scores*	*Norms*	*Reliability*	*Validity*	*Comment*
Battelle Developmental Inventory (BDI) 1984 DLM Teaching Resources	Developm. Inventory	Ages 0 - 8	90 - 120 (ages 3 - 5)	Individually Adm Sprial bound Oral Motor	Self Motor Cognitive Language	Standard Percentile	Fair	Excellent	Good	Instructions for IEP development Specific adaptations for handicapped children
Diagnostic Inventory of Early Development (IED) Brigance, 1978 Curriculum Associates, Inc	Developm. Inventory	Ages 0 - 7	untimed	Individually Adm Oral Performance	Reading readiness Language Mathematics	Criterion Referenced No summary	None	None	Fair	"Norms" for items from published texts and curriculum materials
Diagnostic Inventory of Basic Skills (IBS Brigance, 1977 Curriculum Associates , Inc	Developm. Inventory	Grades K - 6	untimed	Individually Adm Oral Performance	Self Motor Cognitive Lang & Math	Criterion Referenced No summary	None	None	Fair	"Norms" for items from published developmental norms
Developmental Profile II (DPII) Alpern, Boll & Shearer, 1980 Psychological Development Publications	Developm. Inventory	Ages 0 - 9	20 - 40	Individually Adm Motor Oral Performance	Self Motor Basic Facts Language	Devel. Age by area IQ Equiv.	Poor	Poor	Poor	
Expressive One Word Picture Vocabulary Test (EOWPVT) Gardner, 1979 Academic Therapy Publications	Language	Ages 2 - 12	10 - 15	Individually Adm Stimulus cares Oral	Picture vocabulary expressive	Percentile Mental age Deviatn IQ Stanine	Fair Limited	Poor Limited	Fair	
Human Figures Drawing Test (HFDT) Gonzales, 1986 PRO-ED	Cognitive Maturation	Ages 5 - 10	15 - 20	Individually Adm Drawing	Draw self & person of opposite sex	Percentile Standard	Good	Excellent	Good	No validity as a readiness test
Humanics National Child Assessment Form, Ages 3 -6 Whordley & Doster, 1982 (HNCAF) PRO-ED	Develop. Inventory	Ages 3 - 6	untimed	Individually Adm Observational Checklist	Language Cognitive Self Motor	Criterion Referenced Summary Profile	None	None	Good	Preschool Assessment Handbook accompanies;

Summary Table of Instrument Characteristics: Other Early Childhood Measures cont

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	*Ages/ Grades*	*Adm. Time*	*Format*	*Content*	*Scores*	*Norms*	*Reliability*	*Validity*	*Comment*
Peabody Picture Vocabulary Test, Revised (PPVT-R) Dunn & Dunn, 1981 American Guidance Service	Language	Ages 2 to adult	15	Individually Adm Stimulus easel Oral	Picture vocabulary receptive	Percentile Standard Stanine	Excellent	Fair	Excellent	The standard for this type of test. Used in a very large number of research studies
Readiness for Kindergarten: A coloring Book for Parents Massey 1975 Consulting Psychologists Press	Language	Grade PreK	untimed	Parent Observation Checklist	Picture vocabulary receptive	Percentile Lang. age Standard Stanine	None	None	Good	Somewhat outdated concept of readiness but may be used to communicate with parents
Receptive One Word Picture Vocabulary Test (ROWPVT) Gardner, 1985 Academic Therapy Publications	Language	Ages 2 - 12	15	Individually Adm Stimulus cards Oral	Picture vocabulary receptive	Percentile Lang. age Standard Stanine	Fair	Poor	Fair	

Summary Table of Instrument Characteristics: Achievement Batteries

INSTRUMENT	DESCRIPTION					TECHNICAL QUALITY			
	Ages/ Grades	*Adm Time*	*Format*	*Content*	*Scores*	*Norms*	*Reliability*	*Validity*	*Comment*
California Achievement Tests (CAT E/F) CTB/McGraw-Hill, 1985	Grades K - 12	150	Group Adm Multiple Choice Paper & Pencil	Visual & Sound Recognition Vocab Oral Comprehension Language Expression Math Concpets & Applications	Scale Scores Percentiles NCE, Gr Eq Stanines	Excellent	Fair	Fair	Curriculum referenced also Classroom management guide includes instructional activites
Gates-MacGinitie Reading Tests MacGintie, 1978 The Riverside Publishing Company	Grades K - 12	55	Group Adm Multiple Choice Paper & Pencil	Vocabulary Comprehenison	Descriptive Low/High/Avg (lowest level	Fair Dated	Good	Fair	
Iowa Tests of Basic Skills (ITBS) Hieronymus, Hoover & Lindquist, 1986 The Riverside Publishing Company	Grades K - 9	160	Group Adm Multiple Choice Paper & Pencil	Listening, Word recognition Vocabulary, Word Analysis Reading Comprehension Language & Math Skills	Grade Eq. Scale scores	Excellent	Fair	Fair	Seven separate sets of norms including large city, Catholic schools and high/low SES
Metropolitan Achievement Tests (MAT6) The Psychological Corporation	Grades K - 12	95	Group Adm Multiple Choice Paper & Pencil	Reading Math, Language, Vocabualry, Word Recognition Reading Comprehension	Gr. Eq., NCE Percentiles Scale Score	Good	Fair	Fair	Survey & Diagnostic forms Aslo provides criterion-referenced scores
Peabody Individual Achievement Test Dunn & Markwardt, 1970 (PIAT) American Guidance Service	Grades K - 12	30 - 40	Individually Adm Easel kits	Math, Reading Recognition Comprehension, Spelling General Information	Age & Gr. Eq. Percentiles Standard	Dated Good	Good	Limited Poor	Easel format has stimulus pictures on one side and instructions on the other
Stanford Early School Achievement Test; Madden, Gardner & Collins, 1983 The Psychological Corporation (SESAT)	Grades K & 1	130	Group Adm Multiple Choice Paper & Pencil	Sounds & Letters Word Reading Listening toWords & Stories Math, Environment	Stanines Grade Eq. Percentiles Standard	Good	Fair	Fair	Standardized at midyear only Attractive format
SRA Achievement Series Naslund, Thorpe & Lefever, 1978 Science Research Associates	Grades K - 12	120	Group Adm Multiple Choice Paper & Pencil	Vis & Aud Discrimination, Letters & Sounds, Listening Math Concepts	Gr Eq NCE Percentiles Stanines	Good	Good	Good	Includes some criterion-referenced information
Wide Range Achievement Test Jastak & Wilinson, 1984 (WRAT-R) Jastak Assessment Systems	Ages 5 - 12 12 - 74	15 - 30	Individually Adm Paper & Pencil Some Performance	Reading Spelling Arithmetic	Grade Eq. Percentiles Standard	Fair	Unclear	Fair	

Content and Key to Instrument Descriptors in Review Summary Tables

INSTRUMENT: *Instrument name, acronym, author(s), publication date and publisher. Indices of instruments by title and publishers' addresses are included after Appendix K.*

FOCUS: *Scope of content covered by the instrument.*

- **Broad**: Includes three or more of the following categories of abilities: Language, Speech, Cognition, Perception, Personal/Social, Perceptual-motor, Fine, Gross Motor Coordination
- **Academics**: Includes many, but primarily academic skills
- **Specific Areas**: Language, Literacy, Mathematics, Reading, Relational Concepts (see "Content" for specific skills in each area)

AGE/GRADE: *Age or grade range covered by the instrument.*

ADM. TIME: *Time in minutes required for administration and initial scoring.*

FORMAT: *Description of test in terms of type of response required, format and materials, categories are not mutually exclusive*

- **Format**: Group or Individual Administration
  Multiple choice
  Paper & Pencil (child marks or writes the answer)
  Stimulus cards/easel
  Manipulatives (e.g., blocks, sorting chips)
- **Response Mode** : Teacher rating
  Parent response
  Observation of Child
  Oral (verbal)
  Pointing (implies multiple choice)
  Performance (*fine/visual-motor*: copy, build, write, etc)
  Motor (*gross motor*: hop, skip, jump, catch, etc.)

SCORES: *Types of scores available. No endorsement of the use of specific types of scores is implied here.*

- **Norm-referenced**: Percentile, Percentile Rank
  Age Equivalent / Grade Equivalent (Gr.Eq.)
  Standard Score
  Normal Curve Equivalent (NCE)
  Developmental "Age", "Language Age", etc.
  Quotient (Developmental, Language, etc.)
- **Criterion-referenced**: Mastery levels
  Raw score

CONTENT: *When the content covers a number of areas, the category name is used. When the content is more limited within a category, the specific areas are named.*

Basic facts:	colors (primary), letters, numbers. shapes
Language:	expressive, receptive vocabulary, fluency, syntax
Literacy:	print functions & conventions, reading symbols
Relational Concepts:	direction, position, size, quantity, order, time, categorization
Listening & Sequencing:	follows directions, remembers story sequences, main ideas
Cognitive:	problem solving, opposite analogies, memory, imitation
Perception:	auditory, visual discrimination
Mathematics:	count rote, with 1/1 correspondence, number skills
Motor:	fine motor (holding a pencil correctly, buttoning, etc)
	gross motor (hops, skips, throws)
	visual-motor (copies shapes, builds blocks)
Self:	knowledge of body parts (point or name)
	social/emotional (peer & teacher interactions, attention span, etc.)
	self help (buttoning, toilet, etc)
	information (name, age, address, phone, birthdate)

NORMS: *Ratings on norming studies (value judgement implied)*

None:	no normative information is given
Poor:	some information but limited applicability
Fair:	some standards of comparison (e.g., means of research sample)
Good:	norms based on good sized, representative sample, or lots of relevant information regarding appropriate populations for use
Excellent:	norms based on a representative, national sample and relevant information about applying norms or norm-referenced scores.

RELIABILITY: *Reliability ratings (value judgement implied)*

None:	no reliability information is provided
Poor:	all reliability coefficients (r) below .70 or an important type of reliability was not examined
Fair:	at least one reported r is greater than .70; or r was greater than .80 but evidence was limited in applicability
Good:	total r is greater than .80; most subtests have r greater than .75
Excellent:	several kinds of reliability reported; total r is greater than .90; most subtest scores greater than .80

VALIDITY: *Validity ratings (value judgement implied)*

None:	no validity information is provided
Poor:	information is of very limited applicability
Fair:	most important aspects of were addressed but evidence was moderate or weak; or was strong but limited in applicability
Good:	consistent evidenct of validity, or strong but limited evidence of the type of validity most appropriate for the intended test use
Excellent:	strong evidence and a base of research on the instrument

WORKSHOP PROCEDURES

Activity 5: Self-Study III: Writing Desired Outcomes for Your Program

Time Required: 30 minutes

Materials:

Handout 12: Desired Outcomes Early Childhood

Handout 13: Desired Outcomes Worksheets

Transparency 17: Desired Outcome Elements

Transparency 18: Desired Outcomes Worksheet

Procedures:

1. Review Chapter 1 ECE assessment requirements from Activity 2.

2. Discuss elements of a desired outcome statement **(T 17)** and refer to **HO 12** and go over the essential elements defining a desired outcome, five checkpoints and examples.

3. Using **HO 13** worksheets, ask participants to develop an appropriate desired outcome for this scenario. Note that these worksheets may be copied to use in developing desired outcomes in one's own classroom. The presenter may wish to use blank spaces on **T 18** to write down a few responses shared by volunteers.

WORKSHOP PROCEDURES

Activity 6: Resources

Time Required: 15 minutes

Materials: **Handout 14:** Annotated Bibliography

Handout 15: Assessment Planner

Procedures:

1. Refer to **HO 14** and mention that the *Annotated Bibliography* is divided into three sections: (1) Assessment; (2) Curriculum: Early Literacy and Math; and (3) General Issues. Note that materials available from the Laboratory are indicated by an asterisk.

2. Refer to other resources provided in **HO 14**, and tell participants that these contain information that may be useful to their programs.

3. Point out the *Assessment Planner* **(HO 15)** as an additional resource tool, based on the Self-Study exercises, to be used after the workshop to help design and apply assessment tools in their own classrooms as they strive to be more in line with DAP.

WORKSHOP PROCEDURES

Activity 7: Summary and Evaluation

Time Required: 15 minutes

Materials: **Handout 16:** NWREL Materials Order Form

Handout 17: Workshop Evaluation Form

Procedures:

1. Summarize the objectives and major components of the workshop and call for questions or comments.

2. Remind participants about the services and resources available from the Laboratory. Note that there are sample materials displayed at the back of the room with a materials order form (**HO 16**) to request additional items.

3. Refer to (**HO 17**) in their packet and ask participants to fill out the workshop evaluation form and return to the trainer.

4. Thank participants for their attendance and mention presenter availability for followup consultation.

HANDOUTS

Developmentally Appropriate Practices Assessment Workshop

List of Handouts

Handout Number	Handout Title
HO 1	Purposes and Agenda
HO 2	Comparison of Two Models of Assessment
HO 3	NAEYC Guidelines on Standardized Tests
HO 4	Developmental Variability
HO 5	Developmental Variability
HO 6	Chapter 1 ECE Regulations
HO 7	Profile of DAP Assessment
HO 8	Criteria for Reviewing an Instrument
HO 9	Parent Interview Form
HO 10	Critiquing an Instrument
HO 11	Assessment Expert Sheet
HO 12	Early Childhood Desired Outcome Elements
HO 13	Desired Outcomes Worksheet
HO 14	Annotated Bibliography, Other Resources
HO 15	Assessment Planner
HO 16	Sign-up Sheet for NWREL Materials and Services
HO 17	Workshop Evaluation Form

EARLY CHILDHOOD DEVELOPMENTALLY APPROPRIATE ASSESSMENT WORKSHOP

Purposes and Agenda

PURPOSES

1. To present Chapter 1 requirements for assessing ECE programs, as distinct from regulations for other Chapter 1 programs
2. To contrast the more traditional readiness assessment model with a model based on DAP philosophy
3. To examine different assessment approaches for DAP-based programs including skill assessment, portfolios and checklists
4. To assist participants in applying selection criteria for assessment tools
5. To explain the requirements and demonstrate the procedures necessary to write a desired outcome
6. To prepare participants to evaluate their progress toward DAP assessment in their own ECE program

AGENDA

Activity		Purpose
1.	**Introductions and Agenda Review**	Introduce trainer(s) to participants; explain workshop purposes and agenda; have participants introduce themselves and briefly describe their ECE program and needs
2.	**Assessment Overview**	Explain assessment purposes, models and limitations from the perspective of developmentally appropriate programs
3.	**Self-Study I**	Review sample of assessment instruments; provide participants an opportunity for discussion and learning from each other
4.	**Self-Study II**	Examine three different approaches for DAP assessment in light of participants current data collection and assessment procedures

5.	**Self-Study III**	Present information on writing appropriate desired outcomes
6.	**Resources**	Provide additional resource materials and references provided in the Appendix for further investigation
7.	**Summary and Evaluation**	Provide closure and final clarifications; request that participants complete the workshop evaluation form

Note: A couple of short breaks should be provided during the course of the workshop at appropriate times.

COMPARISON OF TWO MODELS OF ASSESSMENT

	READINESS DETERMINATION MODEL	DEVELOPMENTALLY APPROPRIATE MODEL
PRODUCES	Labeling of students	Understanding of students
OUTCOME ANTICIPATED BY TEST	Identify case of behavior	Determine type of instruction needed by a particular student
PHILOSOPHICAL ASSUMPTION	Learning is mastery of separate skills	Learning is guided by understanding
TEST CONDITIONS	Controlled environment	Assess in context; within the same conditions student learns
TEST ADMINISTRATOR	Psychometrician	Classroom teacher
TIME OF ADMINISTRATION	At pre-specified times during a "norming" period	Continuous
SPACE OF TIME BETWEEN ASSESSMENTS	Months	Continuous
RATIONALE PROVIDED TO STUDENTS	Little information about testing provided to students	Students told of the interactive nature of their efforts; assessment conditions designed to motivate students

Handout 2

NAEYC GUIDELINES ON STANDARDIZED TESTS

Tests:

Are used for intended purpose

Proven to be reliable and valid

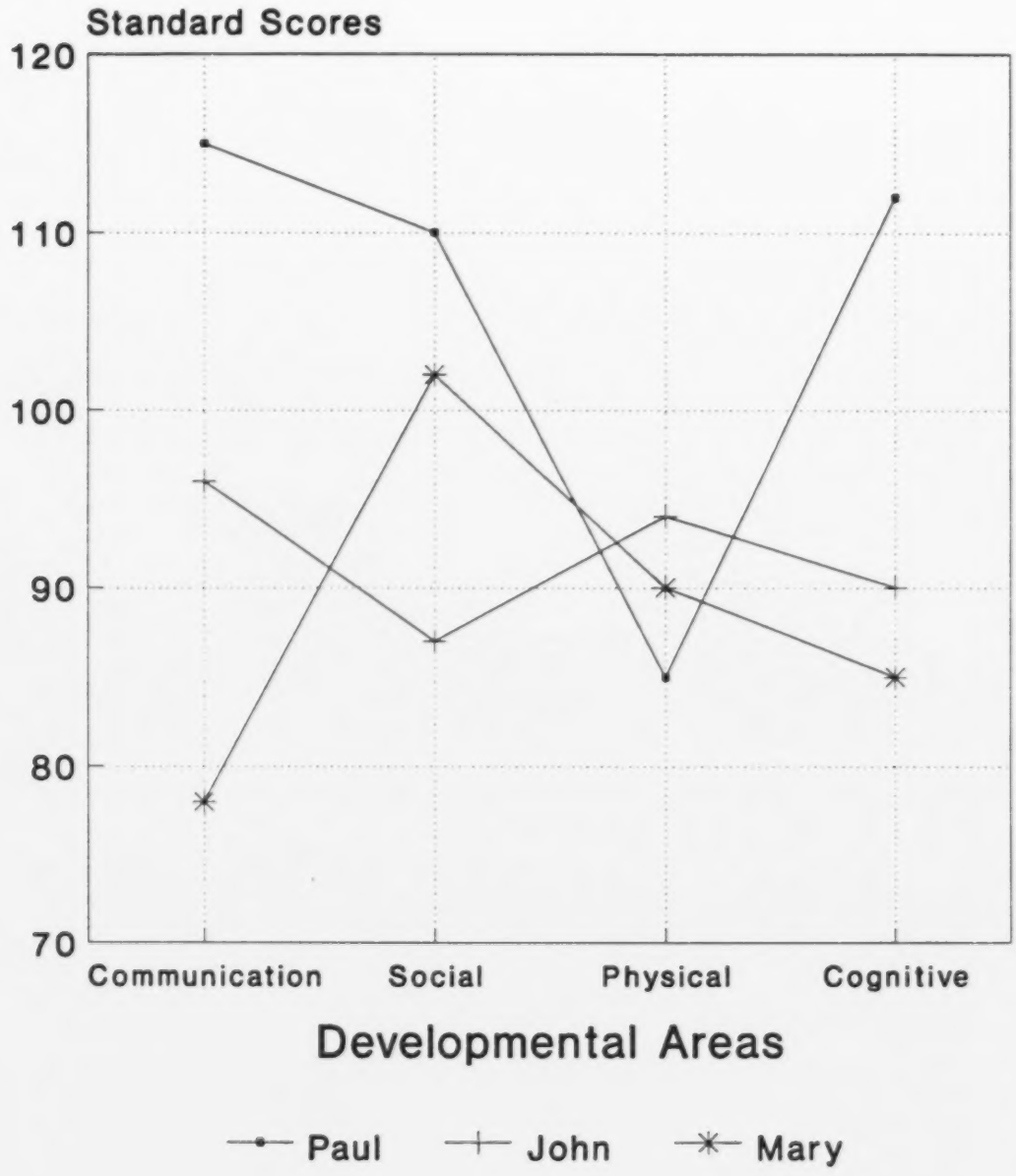
Are matched to your curriculum

Have provided training for careful interpretation

Have a qualified test administrator

Tests are sensitive to individual and cultural diversity

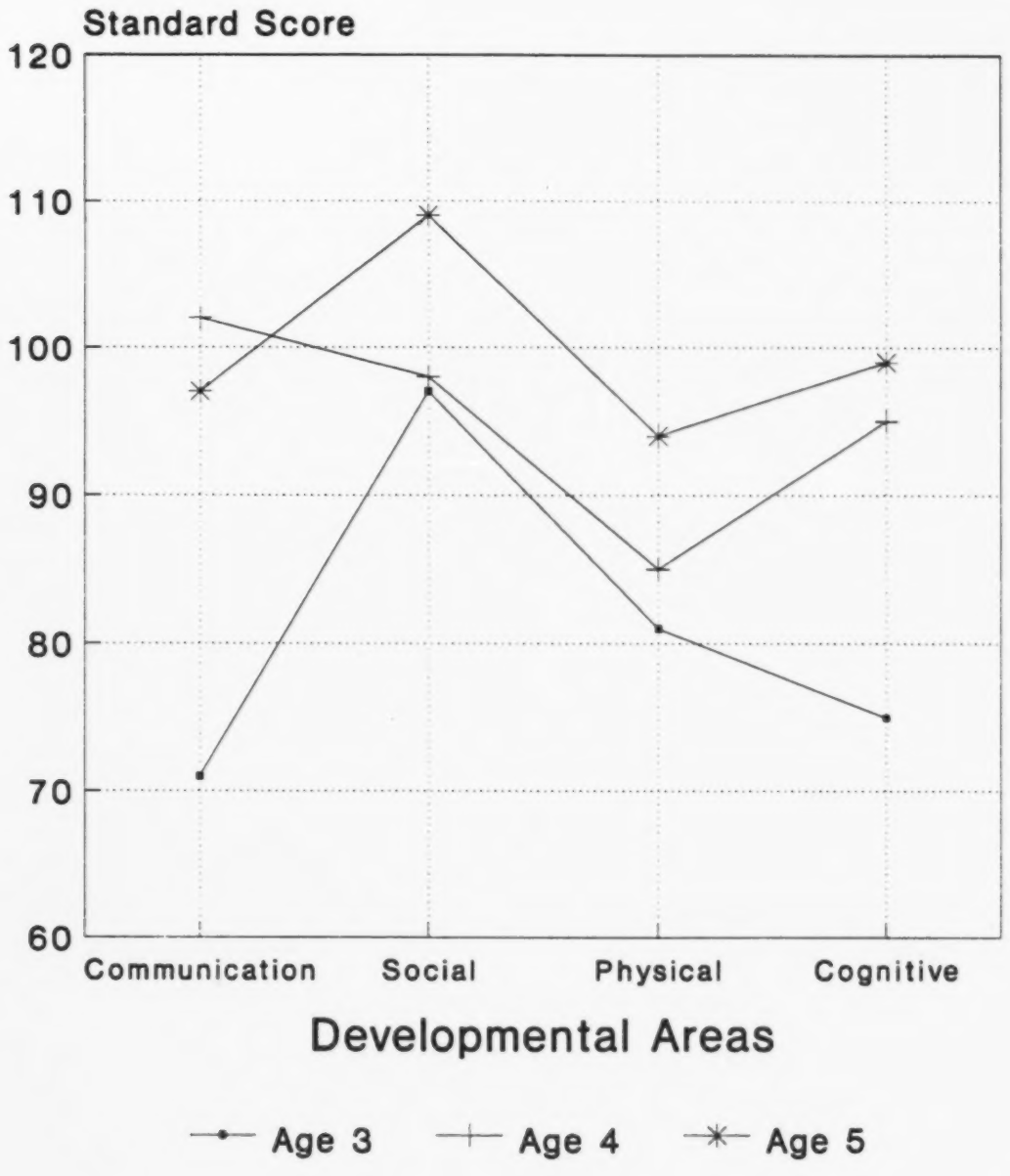
Developmental Variability: Same Aged Preschool Children*



*hypothetical data

Within Child Developmental Variability Over Time*

Student: Mary



*hypothetical data

CHAPTER 1 REGULATIONS:

PRESCHOOL, KINDERGARTEN, AND FIRST GRADE PROJECTS

EARLY CHILDHOOD PROGRAMS

ARE REQUIRED TO:

- Evaluate program effectiveness
- Evaluate at least once every three years
- Conduct a local annual review for desired outcomes

EARLY CHILDHOOD PROGRAMS

ARE *NOT* REQUIRED TO:

- Report aggregatable achievement data
- Use standardized tests to report achievement
- Conduct sustained effect studies
- Use fall-to-fall or spring-to-spring evaluation cycles

PROFILE OF DEVELOPMENTALLY APPROPRIATE ASSESSMENT PRACTICES

This will help you identify the strengths and needs of your program and set priorities for your own efforts in enhancing your developmental appropriate assessment techniques.

PART I

Instructions

To use this instrument, read each item then indicate the degree to which your program presently meets that criterion:

1 = not yet/rarely/to a small degree

2 = sometimes/to a moderate degree

3 = usually/frequently/to a great degree

NOTE: You can repeat the process when you want to monitor your own progress and/or continue to set new objectives for your program.

_____ 1. I accept, value and plan for a broad range of developmental levels and welcome children with a variety of skills.

_____ 2. I use the results of developmental screening to alert me to the need for further diagnostic assessment, not to place children in programs or to discourage entry into my program.

_____ 3. I use test scores (if readiness or developmental screening tests must be used) to make initial instructional decisions about each child, not to create barriers to school entry or to attempt to group children into separate, homogeneous classrooms.

_____ 4. I evaluate the results of formal screenings and tests in light of each child's daily classroom behavior.

* This instrument was adapted for Chapter 1 use from a Connecticut State Department of Education publication (ED 319520).

PROFILE OF DEVELOPMENTALLY APPROPRIATE ASSESSMENT PRACTICES

PART II

Do you collect ongoing information describing children's behavior and growth?

Instructions

To use this instrument, read each item then indicate the degree to which your program presently meets that criterion:

1 = not yet/rarely/to a small degree

2 = sometimes/to a moderate degree

3 = usually/frequently/to a great degree

_____ 1. I take time to observe children's behavior and growth on a daily basis to identify individual needs and to ensure that children are involved in a variety of areas of the program.

_____ 2. I record my observations on a daily basis.

_____ 3. I use a variety of methods to study and record each child's development and current level of understanding. For example: (check any date collection approaches used)

- _____ I spend at least 10 minutes at the end of each day to jot down observations.
- _____ I select a different group of children to focus on at regular/weekly intervals for individual note keeping.
- _____ I use checklists to record frequently observed physical, social-emotional and intellectual developments and/or use self-recording forms completed by children.
- _____ I save dated samples of work of each child.
- _____ I keep a small note pad or clipboard handy at all times for recording observations and anecdotes.
- _____ I use a camera to record non-permanent products such as block construction and organization of dramatic play.
- _____ I use audio and video recording equipment to augment observations.

_____ 4. I regularly use my observations and other records to identify and respond to children's changing needs.

_____ 5. I look for patterns of behavior exhibited at different times and in different situations.

_____ 6. To meet the diverse needs of each child, I focus on both children's areas of strength and weakness.

_____ 7. I observe children's behavior in spontaneous, self-initiated activities as well as in teacher-initiated activities and routines.

* This instrument was adapted for Chapter 1 use from a Connecticut State Department of Education publication (ED 319520).

PROFILE OF DEVELOPMENTALLY APPROPRIATE ASSESSMENT PRACTICES

PART III

Does your program set developmentally appropriate outcomes?

Instructions

To use this instrument, read each item then indicate the degree to which your program presently meets that criterion:

1 = not yet/rarely/to a small degree

2 = sometimes/to a moderate degree

3 = usually/frequently/to a great degree

_____ 1. I use my observations to build developmentally appropriate expectations for each child.

_____ 2. I set individual, realistic goals so that each child is challenged and supported.

_____ 3. I communicate in a positive, nonthreatening and encouraging manner to promote children's feelings of success and to develop children's capacity of learn from mistakes.

_____ 4. I work to identify and respond to children's special needs and different learning styles.

_____ 5. I use my observations to build short long range plans for the group.

_____ 6. I assess regularly the suitability of classroom organization, room arrangement, management, routine and program content for the children 's changing development.

_____ 7. I consider all aspects of development--physical, social-emotional, cognitive and creative--in setting goals and formulating plans.

* This instrument was adapted for Chapter 1 use from a Connecticut State Department of Education publication (ED 319520).

CRITERIA FOR REVIEWING AN INSTRUMENT

1. Does the instrument serve one of these main purposes for assessment?

   - Identification (especially identification of student strengths)
   - Tracking student growth
   - Evaluating the program

2. Does the instrument cover what you are emphasizing in your curriculum?

   DAP focuses on growth and development in a variety of domains:

   - Motivational or affective
   - Communication, language and/or literacy
   - Social or moral
   - Physical or motor
   - Cognitive or intellectual
   - Aesthetic or creative

PARENT INTERVIEW FORM

1. How often does your child read any of the following at home?

	Often	Sometimes	Seldom
Magazines	_____	_____	_____
Newspapers	_____	_____	_____
Comics	_____	_____	_____
Cereal boxes	_____	_____	_____
Books	_____	_____	_____
Maps	_____	_____	_____
Road signs	_____	_____	_____
Advertising	_____	_____	_____

2. How often does your child read for pleasure?

Often Sometimes Seldom

3. When your child reads, does he or she sound out words?

Often Sometimes Seldom

4. Does your child ask you to read to him Or her?

Often Sometimes Seldom

5. Does your child understand what he or she reads?

Often Sometimes Seldom

6. Can your child read simple directions?

Often Sometimes Seldom

From *Conducting a Student Needs Assessment*, Portland, OR: NWREL, May 1982, pp. 139-144.

7. Does your child know the directions of left and right?

Often	Sometimes	Seldom

8. Does your child enjoy any of the following?

	Often	Sometimes	Seldom
Stories	_____	_____	_____
Songs	_____	_____	_____
Poems	_____	_____	_____
Comics	_____	_____	_____
Magazines	_____	_____	_____
Word games	_____	_____	_____

9. Can your child make change at the grocery store?

Often	Sometimes	Seldom

10. Can your child estimate numbers of distance?

Often	Sometimes	Seldom

11. Can your child count to 1000?

Often	Some times	Seldom

12. Can your child add and subtract numbers?

Often	Sometimes	Seldom

13. Can your child multiply and divide?

Often	Some-times	Seldom

14. Can you read your child's handwriting?

Often	Some-times	Seldom

15. Can your child spell?

Often	Some-times	Seldom

16. How well does your child succeed in school?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

17. How well can your child read at home?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

18. Can your child understand what he or she reads?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

19. Can your child read directions?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

20. Can your child make change at the grocery store?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

21. How well can your child add and subtract?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

22. How well can your child multiply and divide?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

23. Can your child estimate numbers and distance?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

24. How well does your child measure?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

25. How well does your child like school?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

26. How well does your child succeed in his or her favorite subject?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

27. How well can your child do his or her homework?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

28. How well can your child spell?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

29. Can you read your child's handwriting?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

30. Can your child talk about a subject in sentences?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

31. How well can your child describe things?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

32. Can your child speak clearly?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

33. Can your child express his or her thoughts?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

34. Can your child speak another language other than English?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

35. Can you child sound out words?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

CRITIQUING AN INSTRUMENT

You have just been hired as a new Chapter 1 teacher in Small Town, USA and the week before school starts you are meeting with the principal. She hands you a file folder with the following instrument in it and tells you that this is the assessment tool that the district gives to all incoming kindergarten students. She tells you that it is very important for the kindergarten program to show that students improve on this test.

Review this test and then use your information to answer these questions.

Work on this activity alone or in small groups (2-3 participants).

Discussion Questions

1. As a new teacher you assume that this test matches the curriculum. After seeing this assessment tool, would you say that any of the following are taught in this program?

   Student motivation
   Ability to communicate
   Social ability
   Physical or motor abilities
   Cognitive abilities

2. What would my classroom day look like to insure that students learn what is covered on this test? Would these classroom activities be developmentally appropriate?

3. Does this test help you understand what strengths or skills these children are bringing to kindergarten?

4. Will this test show you what motivates or interest the children you test?

5. Will it tell you if children who score well on this test will start school ready to learn?

6. If students get better scores on this test at the end of the year will it tell you what parts of your program worked with the children?

Handout 11

ASSESSMENT EXPERT SHEET

Name:

I am reviwing:

Main topic(s)

1.

2.

3.

4.

Notes:

Desired Outcomes: Early Childhood

The basis for assessing effectiveness of early childhood Chapter 1 programs is **progress toward desired outcomes**, because early childhood programs serving preschool, kindergarten, and grade one are not required to report aggregate achievement performance data.

A desired outcome is a **goal statement or measurable objective** which focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program. The desired outcome should be stated in terms of the skills that ***all*** children are expected to master.

Desired outcomes may be expressed in terms of promotion, progress in the regular program, and/or mastery of curriculum objectives. These desired outcomes are stated in the LEA application. The assessment of desired outcomes may involve use of developmental checklists, criterion-referenced tests, observational scales, teacher ratings, skill mastery checklists, retention records, and other data needed to document the program's effectiveness.

A desired outcome should contain a. . .

Goal -- What the children are to learn or accomplish;

Outcome Indicator -- What will be used to measure achievement;

Standard or Performance Level -- What level of achievement will show substantial progress; and

Time Frame -- Over what period of time measurement will occur.

Desired outcomes should reflect the **experience, focus**, and **needs** of the particular Chapter 1 project and/or program.

Factors selected to be targeted should be related, directly or indirectly, to student achievement. Attributes of program effectiveness might be useful for identifying and targeting desired outcomes related to those factors which facilitate or enable student achievement. However, difficulties can arise with regard to instrument reliability and quantification of results.

Five Checkpoints in Developing Desired Outcomes

1. Be important to the success of the program.

Desired outcomes should reflect the basic goals of the Chapter 1 program -- to improve the educational opportunities of educationally deprived children to:

- succeed in the regular program;
- attain grade/age-level proficiency; and
- improve achievement in basic and more advanced skills.

2. Receive emphasis in the instructional program.

One of the important benefits of developing desired outcomes for the Chapter 1 early childhood program is to focus the efforts of Chapter 1 staff and classroom teachers toward reaching the desired outcomes. *Desired outcomes*, in order to be reached, *must be understood by instructional staff and receive emphasis in the day-to-day instructional program.*

3. Be attainable, yet challenging.

Perhaps the most difficult part of developing desired outcomes during the first year or two is setting suitable standards or performance levels. Specific, baseline data to use in making performance-level determinations may not be readily available. In many cases, however, there is some data available that will help in setting performance levels that are both challenging and attainable.

4. Not require unreasonable efforts to measure.

Some outcome indicators may sound good when they are written into a desired outcome, but can present difficulties in the data gathering stage. An example of a difficult indicator could be a student's average math grade for the year. Unless the report card or cumulative record card calls for this single average grade, it would require a great deal of effort to average the grades for the four or six marking periods or the two semesters. A better outcome indicator may be a single nine-week or semester grade.

5. Specifically address projects or services below grade 2.

Since pre-post testing (aggregate performance data) is not required for Chapter 1 students below grade 2, it is very important for one or more desired outcomes to address goals for these projects and students.

REQUIREMENTS FOR DESIRED OUTCOMES IN THE REGULATIONS*

Definition--Sec. 200.6

"Desired Outcomes" means an LEA's goals to improve the eductional opportunities of educationally deprived children to help those children--

(i) Succeed in the regular educational program of the LEA;
(ii) Attain grade-level proficiency; and
(iii) Improve achievement in basic and more advanced skills

As part of an LEA's application--Sec. 200.20

An LEA may receive a subgrant under this part for any fiscal year if the LEA has on file with the SEA an application that contains...a description of...the desired outcomes for children participating in the Chapter 1 project, in terms of basic and more advanced skills that all children are expected to master, that will be a basis for evaluating the project...

As part of an LEA's evaluation--Sec. 200.35

An LEA shall evaluate...the effectiveness of its Chapter 1 projects,...on the basis of desired outcomes described in the LEA's application;

As part of an LEA's local, school-level review--Sec. 200.38

For each project school, an LEA shall...conduct an annual review of the effectiveness of its Chapter 1 project in improving student performance as measured by aggregate performance and the desired outcomes described in the LEA's appliction;

As an identifier of schools for program improvement--Sec. 200.38

...with respect to each school that...does not show substantial progress toward meeting the desired outcomes described in the LEA's application...the LEA must develop and implement a plan for program improvement.

As an identifier of students for program improvement--Sec. 200.38

Identify all students who...have not shown substantial progress toward meeting the desired outcomes established for participating children under Sec. 200.20.

*Federal Register, Friday, May 19, 1989 Final Regulations

Desired Outcomes for Grades K - 1

LEAs are required to evaluate all components of their Chapter 1 project and/or program. Grades 2 - 12 are minimally evaluated by means of pre-post testing plus desired outcomes. For grade 2 and below, only desired outcomes are required.

Desired outcomes have to be customized to be appropriate for each, particular early-childhood program.

The following examples are actual desired outcomes contributed by school district staff from several different geographic areas of the country. These are samples of desired outcomes being developed in the field and reflect local decisions. They are not intended to present required models nor do the numbers and percentages reflect state or federal required standards.

Example 1: Chapter 1 kindergarten students will attain the skills necessary for successfully starting grade 1. Progress toward meeting this goal will be measured by the end-of-year checklist completed by the kindergarten teacher [The measure could also include teacher survey, grade card, number of books read, portfolio of student work over time, etc.]. At least 75% of the students will reach 80% of the objectives expected of all students entering grade 1.

Example 2: First grade Chapter 1 students will master the skills expected of grade 1 students as outlined in the first grade curriculum guide. Success will be measured by a student's promotion to grade 2. Over the three-year period the promotion rate will increase from its present 83% to 95% of Chapter 1 first graders. For the first year the promotion rate will improve to 88%, the second year to 92%, and the third year to 95%.

Desired Outcomes for Grades K - 1 (Cont.)

Example 3: 85% of participating Chapter 1 students will read, or have read to them, a minimum of ___ books during the school year as tabulated by Chapter 1 teachers and parents.

Example 4: Via survey, ___% of the Chapter 1 K-1 students will be judged by their regular classroom teachers to be making satisfactory progress in the regular school program. The appropriate K and Grade 1 surveys will be developed in coordination with the Chapter 1 teacher. The time frame will be from first grading period to third grading period.

Example 6: Chapter 1 first grade students will show significant improvement in their pre-reading and reading ability as measured by the _____ Test. The test will be given in the fall and spring and can be criterion-referenced when used below grade 2. (Fall-spring testing is permissible below grade 2 and NCEs are not required.) There will be an average NCE gain of +2.

Writing Desired Outcomes: A Workshop Activitiy

A Chapter 1 Extended-Day Kindergarten Scenario

The Chapter 1 extended-day kindergarten program involves kindergarten students who attend school for a full day. A half day is provided by the district in the regular kindergarten program, and the students attend the other half day at Chapter 1 expense. The overall goal is for Chapter 1 students to be able to start grade 1 on a par with other students. Children are identified and selected for involvement on the basis of their individual pre-school assessment administered during the previous spring and summer. The assessment measures development in the areas of:

Language,
Body Awareness,
Gross and Fine Motor Skills,
Mathematical Concepts, and
Social Adjustment.

There is an individual student record card for all kindergarten students that parallels the development areas of the pre-school assessment and the kindergarten curriculum. The card is kept up-to-date by the regular kindergarten teacher and follows the student to first grade. The school district does not administer any standardized tests to kindergarten students.

Develop a desired outcome for this program based on the information given above, your knowledge and experience regarding early childhood education and Chapter 1, and other assumptions you wish to make regarding the kindergarten program.

Goal --

Outcome Indicator --

Standard or Performance Level --

Time Frame --

Desired Outcome:

Desired Outcomes Worksheet

	Outcome #1	Outcome #2
Goal	Chapter 1 students will read, or have read to them, books	
Indicator	Minimum number of books	
Standard	85 percent of Chapter 1 students	
Time Frame	Current school year	

Desired outcome statement #1:

85 percent of participating Chapter 1 students will read, or have read to them, a minimum of _____ books during the school year as tabulated by Chapter 1 teachers and parents.

Desired outcome statement #2:

Desired Outcomes Worksheet

	Outcome #1	Outcome #2
Goal		
Indicator		
Standard		
Time Frame		

Desired outcome statement #1:

Desired outcome statement #2:

EARLY CHILDHOOD EDUCATION

ANNOTATED BIBLIOGRAPHY

I. Assessment

Bagnato, S.J., Neisworth, J.T., and Munson, S.M. Linking Developmental Assessment and Early Intervention: Curriculum-Based Prescriptions. (2nd ed.) AGS: Circle Pines, 1989.

This test publisher explains procedures for designing a Prescriptive Developmental Assessment battery for preschoolers. Included are reviews of over two dozen scales, curricula, checklists and actual case studies.

Fairbanks North Star Borough School District Language Arts amd Reading Assessment, Grades 1 and 5.: Jim Villano, Fairbanks North Star Borough School, Box 1250, Fairbanks, AK 99707-1250 (NWREL Test Center #400.3FAINOS).*

This document includes a package of instruments for assessing various aspects of reading and language arts achievement at grades 1 and 5. The grade 1 package includes a "writing sample" in which students prepare a picture story and then caption it; a scale for measuring attitude toward reading; a teacher rating of reading progress; and holistic listening and speaking ratings.

From Computer Management To Portfolio Assessment. Jackie Mathews, Orange County Public Schools, Orlando, FL, The Reading Teacher, February 1990. (NWREL Test Center #440.6FROCOM).

The four core elements of a reading portfolio for grades K-2 are detailed: a reading development checklist, writing samples, a list of books read by the student and a test of reading comprehension. The Reading Development Checklist includes concepts about print, attitudes toward reading, strategies for word identification and comprehension strategies. The reading comprehension test is still under development. The article also describes optional assessment tools, and other necessary elements for an innovation of this type: administrative

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* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

support, a climate for change, experts in the area of reading, good staff development, and grassroots interest.

Goodman, K. S., Goodman, Y. M., and Hood, W. J. The Whole Language Evaluation Book. Portsmouth, NH: Heinemann, 1989.

This anthology of essays by teachers and writing consultants explores whole language principles, issues and approaches. Included are samples of self and peer evaluation as well as teacher -directed evaluation ratings, checklists, anecdotal records and miscues. Though the main focus is not on early childhood education, some methods may be adapted to ECE and two sample growth documentation forms for kindergarten are included.*

Hyson, M.C., et al. "The Classroom Practices Inventory: An Observation Instrument Based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Children." Early Childhood Research Quarterly, (1990), 5: 475-494.

This article describes a promising new assessment instrument specifically based on the National Association for the Education of Young Children's guidelines for appropriate early childhood curriculum practices. The authors reached their conclusion about the 26-item rating scale after studying ten preschool programs.

ILEA/Centre for Language in Primary Education. The Primary Language Record: A Handbook for Teachers. Portsmith, NH: Heinemam, 1988.

"Primary" is defined as ages 3-11 by the London-based Centre. The handbook contains a copy of, and explains the language and literacy develpment concepts underlying, the Primary Language package consisting of: (1) the main record, and (2) an optional observation and sample sheet which can be incorporated into a teacher's existing record system.* The system is designed to involve children, parents and all the child's teachers; record progress in all of a child's languages; and serve as a cumulative language profile.

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* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

Integrated Assessment System: Mathematics and Language Arts. Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498, (512) 299-1061. (NWREL Test Center #010.3INTASS).

The Psychological Corporation will shortly have available portfolio packages for math and language arts for grades 1-8. This document provides a brief outline of what those packages will be like, but describes the language arts system only. They appear to involve both formal and informal indicators of many aspects of performance: standardized test scores, curriculum transcripts, a list of awards and distinctions, student work samples, teacher rating scales and student self-evaluations.

Juneau Integrated Language Arts Portfolio for Grade 1, Ed McLain, Juneau School District, 10014 Crazy Horse Drive, Juneau, AK 99801 (907) 463-5015. (NWREL TEST Center #400.3JUNINL)*

The Juneau Grade 1 integrated language arts portfolio includes: teacher checklists on reading development and oral language; a self-report of attitude toward reading; one sample per quarter of text that a student can read at the instructional level; two samples per quarter of student writing; textbook embedded open-ended tests of reading comprehension; standardized test scores; number of books read by the student; and a checklist of language arts skills. Also included are checklists, rating forms, and a revision of the portfolio based on teacher feedback.

Langhorst, B. H. Consumers Guide: Assessing Early Childhood Education. Portland, OR: Northwest Regional Educational Laboratory, April 1989. ($9.75)*

This guide provides comprehensive state-of-the-art assessment information, reviews of 50 available instruments and a "how to evaluate a test" checklist. Major reasons for testing of young children are: 1) screening to identify children at risk for potential learning problems; and 2) assessing readiness for a specific academic program.

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* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

Southwest Region Schools Competency-Based Curriculum--Grades K-4. Janelle Cowan, Southwest Region Schools, Box 90, Dillingham, AK 99576. (NWREL Test Center #010.3SOURES).

This is a draft curriculum documernt in which math and language arts objectives for grades K-4 are presented in two forms: (a) as a teacher checklist; and (b) with an indication of how to assess each objective. Objectives include listening, speaking, reading, writing, study skills, numeration, computation, problem solving, measurement and geometry.

Teale, W. H. "Developmentally Appropriate Assessment of Reading and Writing in the Early Childhood Classroom." *The Elementary School Journal.* (1989). 89: 173-183.

This article contends that informal observations and structured performance sample assessments are more appropriate than standardized tests for measuring early childhood literacy learning. Specific examples of such techniques are provided.

The Role of Revision in the Writing Process.: Linda Lewis, Fort Worth Independent School District, 3210 W. Lancester, Fort Worth, TX 76107 (NRWEL Test Center #470.6ROLOFR)*

This draft document provides information on using portfolios in writing instruction and assessment: rationale, types, content, student self-reflection, teacher documentation of student progress, and goals for grades K-5. Included are samples of students' written self-reflections, samples of teacher analyses of student progress and skills checklists for grades K-5.

Work Portfolio As An Assessment Tool For Instruction. Gabe Della-Oiana, Department of Educational Psychology, 327 Milton Bennion Hall, University of Utah, Salt Lake City, UT 84112. (NWREL Test Center #470.3WORPOA)*

This is a draft paper which describes in detail a portfolio scheme for writing for grades K-8. Included are layout, content and forms for the front and back covers.

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* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

II. Curriculum: Early Literacy and Math

Graves, M. The Teacher's Ideabook: Daily Planning Around the Key Experiences. Ypsilanti, MI, The High/Scope Press, 1989.

This book features the High/Scope Curriculum (formerly known as the Cognitively Oriented Curriculum), whose philosophy is that early childhood education should nurture self-reliant problem solvers through active learning. Influenced by Piaget's developmental stages, it provides principles and types of activities planned around individual needs, interests and styles. A team approach is emphasized, with each team member making notes on a daily observation sheet called the Child Assessment Record (CAR). Briefly described are studies demonstrating the validity of the curriculum, and the important link between preschool experiences and later academic and social development. An appendix lists sources of songs and fingerplays.

Harcourt, L. Explorations for Early Childhood. Ontario, Canada: Addison-Wesley, 1988.

This is a comprehensive guide to an activity-based kindergarten and pre-kindergarten mathematics program. Theory on each of the following math concepts is coupled with concrete examples of related practices: problem-solving, number, geometry and measurement. Activities related to these concepts are organized around six units: circle activities, theme activities, daily routines, home projects, and finger plays. The guide also furnishes an annotated bibliography of children's literature related to major math concepts.

Heibert, E.H. "The Role of Literacy Experiences in Early Childhood Programs." The Elementary School Journal. (1988). 89(2): 162-171.

The emergent literacy perspective is presented as an alternative to standard beginning reading and written language approaches that stress discrete skills such as letter naming. Information is presented on children's existing literacy knowledge/processes prior to formal instruction, and ways to strength the match between this existing literacy base and instruction. The Metropolitan Reading Readiness Test's addition of a pre-literacy inventory is an example of a test that supports the emergent literacy viewpoint.

Lomax, R.G. and McGee, L.M. "Young Children's Concepts About Print and Reading: Toward A Model of Word Reading Acquisition." Reading Research Quarterly. (Spring 1987). 22(2): 237-256.

Lomax, R.G. and McGee, L.M. "Young Children's Concepts About Print and Reading: Toward A Model of Word Reading Acquisition." Reading Research Quarterly. (Spring 1987). 22(2): 237-256.

The authors tested several theoretical models of the development of print and word reading on measures obtained from three- to seven-year-olds. The model which fit the data best contains five components: concepts about print, graphic awareness, phonemic awareness, grapheme-phoneme correspondence knowledge, and word reading. The relevance of these concepts to reading instruction is that they are key pre-skills and follow a developmental sequence.

Morrow, L.M. "Preparing the Classroom Environment to Promote Literacy During Play." *Early Childhood Research Quarterly*, 5 (1990), 537-554.

The purpose of this study of 13 preschool classes was to determine if the voluntary literacy behaviors of children could be increased by including reading and writing materials in dramatic play areas. The experimental setting that yielded the greatest gains over the control group combined thematic play with literacy materials under teacher guidance. Lesser gains were obtained from classes in which there was either unthemed dramatic play under teacher guidance or thematic play without teacher guidance.

Morrow, L.M. "Young Children's Responses to One-To-One Story Readings in School Settings." Reading Research Quarterly. (1988) 23(1): 95-105.

This study report compares exposure vs. non-exposure to story reading on low ability, low socioeconomic status four-year-olds in day care centers. Such exposure increased the number and complexity of interpretative responses over a more traditional reading readiness approach used in the control group.

Nunnelly, J. C. "Beyond Turkeys, Santas, Snowmen, and Hearts: How to Plan Innovative Curriculum Themes." Young Children (November 1990): 24-29.

The article offers a planning strategy for developing innovative themes for group activities to promote early childhood cooperation skills: 1) brainstorm on topics, 2) design a theme's implementation, and 3) plan specific group activities. Parents and students play a role in planning as well. The reference list includes activity books and other ECE curriculum-related materials.

Pinnell, G.S. "Reading Recovery: Helping At-Risk Children Learn to Read." The Elementary School Journal: (1989) 90(2): 162-183.

Reading Recovery, compatible with the whole language philosophy, is an early innovative approach to help at risk children "catch up" featuring: special teacher

training, intensive one-to-one sessions for 10-20 weeks, focus on strengths, and reading and writing immersion rather than drill. The author concludes that the program warrants continued attention due to its unique features and positive evaluation results.

Pinnell, G.S., Fried, M.D., and Estice, R.M. "Reading Recovery: Learning How to Make a Difference." The Reading Teacher. (January 1990): 282-295.

The authors provide a sample lesson plan, a participant teachers's relections, teacher training model and research base for Reading Recovery, a promising short-term early intervention program developed to give extra help to the lowest achieving readers in first grade. The program involves daily, 30-minute individual lessons in which teachers reinforce and analyze what are considered developmentally appropriate reading and writing activities.

Strickland, D.S., and Morrow, L.M. "Developing Skills: An Emergent Literacy Perspective." The Reading Teacher. (Oct. 1989): 82-83.

This article addresses the concern that the holistic emergent literacy perspective slights the need for specific skill acquisition. A case is made that positive attitudes and strategies for learning to read and write go hand-in-hand with development of the subskills necessary for school success. The teacher's role is to provide the conditions for embedding skills in the strategic learning process.

The Western Reading Recovery Program. Vol. 2, No. 1. Portland State University: November 1990.

With the Reading Recovery (RR) program now into its second year at PSU, this newsletter reports on the program's first year and upcoming plans. In 1989-90, 14 teachers were trained and 105 at-risk children served. For 1990-91, plans are underway to implement RR in 19 school districts in Oregon and Washington. For year 3 (1991-92), the application deadline for teacher and leader training is March 29, 1991. Also given are: training sites and costs, a description of the leader role, visitor's policy, contact information, and information about obtaining an introductory video.

Wasik, B. A. and Slavin, R. E. Preventing Early Reading Failure With One-To-One Tutoring: A Best Evidence Synthesis. Baltimore: Center for Research on Effective Schooling for Disadvantaged Students (Johns Hopkins University), 1990.

Adult one-to-one tutoring has been demonstrated to be highly effective in reaching these students. Five primary programs that utilize individualized tutoring are analyzed: Reading Recovery, Success for All, Prevention of Learning Disabilities, Programmed Tutorial Reading, and the Wallach Tutorial Program. The authors conclude that all the programs positively impacted student achievement at least in the short-term; those with certified teachers as tutors had the most substantial effect.

III. General Issues

Bredekamp, S., (Ed.) Developmentally Appropriate Practices in Early Childhood Programs Serving Children Birth Through Age 8. (Expanded edition). Washington, DC: National Association for the Education of Young Children (NAEYC), 1987.

This key curriculum and policy guide has been written into State and Federal legislation and provides: a policy statement on, and examples of, developmentally appropriate practices (DAP) at each age level; strategies for successful transitioning from level-to level; communicating to parents and administrators about DAP. Each section offers a reference list. (Refer to the Appendix on Resources for further details about NAEYC.)

Caldwell, B. M. "All-day Kindergarten -- Assumptions, Precautions, and Overgeneralizations." Early Childhood Research Quarterly 4(1989): 261-266.

This article addresses the mixed messages to the public concerning early childhood education. On the one hand, its importance has become more widely accepted; on the other, some educators caution against pushing school-readiness skills too early, especially in all-day kindergartens. The core issue now is adjusting the K-curriculum (whatever its length) to children's individual differences and promoting learning processes over learning production. "Developmentally appropriate" is not explicitly defined.

Cohen, Deborah L. "Elementary Principals Issue Standards for Early-Childhood Program Quality." Education Week (August 1, 1990): 14.

In their guide for quality standards for more developmentally appropriate instruction for three- to eight-year olds, The National Association of Elementary School Principals (NAESP) issued recommendations to foster: more active learning; alternatives to formal assessment, entry-level testing, letter grades and retention; alternative group strategies; child-centered environment (e.g., low child-adult ratio); collaboration among schools, parents, support agencies. A summary of these standards is available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory (NWREL).

Conklin, N. F. Early Childhood Program and Policies in the Northwest and Hawaii: A Framework for Policy Development. Portland, OR: Northwest Regional Educational Laboratory, 1989. ($5.00)*

A model is presented for calculating a state's current early childhood program expenditures and projecting estimated costs of providing these services to all children for whom they are appropriate. One state serves as a sample to analyze the cost of a comprehensive range of early childhood and related programs.

Conklin, N. F. Early Childhood Programs and Policy in the Northwest and Hawaii: A Regional Depiction Study. Portland, OR: Northwest Regional Educational Laboratory, 1989. ($4.80)

All states are expanding their services to young children--prekindergarten, kindergarten, child care for preschool-aged and elementary school-aged children, early intervention for the handicapped, and parent education. A profile of each state is presented, along with eight key findings.

Cotton, K. and Conklin, N. F. Research on Early Childhood Education: A Topical Synthesis. Portland, OR: Northwest Regional Educational Laboratory, 1989. ($3.90)*

This synthesis was developed as part of the NWREL School Improvement Series. Given the trend for increasing emphasis on kindergarten programs, it is important to examine what well-designed research reveals about the short- and long-term effects of early childhood education. Several pages of annotated references are included.

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* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

Cummings, C. "Appropriate Public School Programs for Young Children." ERIC Digest. (PS-EDO-4-90).

This concise overview addresses the areas of: ECE developmentally appropriate research and policy positions, philosophy, screening, curriculum, teacher preparation, parent involvement, community collaboration, and ways to sustain programs.

Drew, M. and Law, C. "Making Early Childhood Education Work." Principal. (May 1990): 10-12.

The theme of this article is a high quality, full-day kindergarten as the key to a developmentally appropriate early childhood program. A school in Omaha decided this was the path to take in response to teachers concerns that children were being pushed too early to perform academically. The article includes their philosophy statement and details about the program.

Elkind, D. "Developmentally Appropriate Education for 4-Year-Olds." *Theory into Practice*. (1989). 28(1): 47-144.

The author details three aspects upon which developmental teaching practices are based: 1) Multi-age grouping due to variability among children, 2) nongraded curriculum materials to meet the needs at different developmental level, and 3) interactive teaching which matches curriculum with the student. He notes that early education has long-term consequences.

Kagan, S. L. Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies. Washington, D.C.: U.S. Department of Education Office of Educational Research & Improvement, 1990.

At the 1989 Education Summit, President Bush endorsed a fourth "R": readying children for social and functional competence. Research supports the effectiveness of early intervention for low-income children. Despite different program agendas, the research consensus is that the quality of such programs is most linked to: (1) the relationship between child and caregiver; (2) relationship between caregiver and parent; (3) the environment. In addition to traditional academic achievement, the author advocates program outcome goals of equality and integrity. Strategies for excellence include moving from: (1) program to systems models; (2) "particularistic" (competitive, isolated) to "universal" (cooperative) vision; (3) short to long-term commitments.

Merle, R. *Classroom Organization and Teachers' Objectives: Observations from the Primary Grades.* San Francisco, CA: Paper presented at the Annual Meeting of the American Educational Research Association, April 16-20, 1986.

Twenty first and second grade classrooms were observed to determine the nature of their behavior settings, teacher goals and values. Language arts accounted for the most time, the most varied settings and the most teacher control. Though most classes provided for spontaneous play, this was not related to academic objectives and rarely evaluated by teachers.

Mitchell, A. W. "Schools That Work for Young Children." The American School Board Journal (Nov. 1990): 25-41.

This article describes a Bank Street College of Education 1989-90 study of five diverse public elementary schools in New York City. Successful programs were found to have three factors in common: (1) whole-child centered sense of purpose coupled with flexible practices; (2) commitment to teamwork and shared decision making; (3) commitment to staff development. Effective intervention recognizes that youngsters learn by doing; is an integrated process, is developmentally appropriate; is multi-cultural, community-based and teacher dependent. School boards can promote such practices by supportative policies.

National Association of Elementary School Principals. Standards for Quality Programs for Young Children. Alexandria, VA (1990)(60 pages).

What is new in early childhood public education is: (1) the rising number of classes for three- and four-year-olds; (2) "a growing recognition ... that young children are not simply a smaller version of older children." (p.1) This guide lists quality indicators for curriculums, school personnel, accountability, parental and community components of programs, and a checklist for applying these standards. An abbreviated version of this lengthy checklist is available through the Rural Technical Assistance Center (R-TAC), Northwest Regional Educational Laboratory.

Peck, J. T., McCaig, G., and Sapp M. E. Kindergarten Policies: What is Best for Children? Washington, DC, Research Monographs of the National Association for the Education of Young Children, Volume 2, 1988.

Recommendations are made regarding kindergarten entry age, testing, curriculum and length of the school day. On entry age, the advice is to set reasonable cutoffs, reach all eligible children, include parents in the decision, and reexamine the appropriateness of the curriculum. The authors recommend using valid, reliable tests only for their intended purpose, in conjunction with multiple indicators and parental involvement. Stressed are: developmentally appropriate goals and

practices; communication with parents and the entire school community; priority funding for small class size, low adult-child ratios, teachers with degrees in early childhood education and inservice training; maximizing program options and length of the school day.

Warger, Cy., editor. A Resource Guide to Public School Early Childhood Programs. Alexandria, VA, Association for Supervision and Curriculum Development (ASCD), 1988. (198 pages) [source: Jack; review for more program data]

Articles by different authors discuss current ECE trends and issues: implications of research; resistance to developmentally appropriate practices; public school involvement in ECE; kindergarten for the economically disadvantaged and direct instruction; descriptions of 19 diverse kinds of programs (contact information, program overview, mission, operation, funding, uniqiue features, references); national resources.

Weikart, D. P. "Changed Lives: A Twenty-Year Perspective on Early Education." American Educator. Vol. 8, No. 4 (1984): 22-25; 43.

This article summarizes the outcomes of the most extensive follow-up study conducted of early childhood education. The 20-year longitudinal study concluded that the overall impact was positive on the 123 young adults who had attended the Perry Preschool program for economically disadvantaged children. The curriculum used, now called the High/Scope Preschool Curriculum, is loosely based on Piaget's developmental theories.

ASSESSMENT PLANNER

1. What **areas of development** will you be evaluating?

_____ Motivational or affective domain
_____ Communication, language and or literacy
_____ Social or moral domain
_____ Physical or motor domain
_____ Cognitive or intellectual
_____ Aesthetic or creative

2. What is your **purpose** for this assessment? (can have more than one purpose)

_____ Screening (locating students who have difficulties and need help)
_____ Diagnosis (identifying student problem areas)
_____ Grouping students (need to know the instruction approach to be used)
_____ Providing feedback to students/grading
_____ Documenting growth (need to have the same products collected over a specific time period)
_____ Evaluating instruction (need to tie information to instruction activities)
_____ Program Evaluation (for program improvement and accountability)

3. **Structure** of the assessment tool

a. What do you want to be able to say about student achievement?

___ Children have or have not demonstrated a skill in this domain
___ Children are drawing upon their strenghts observational
___ Rank order the students in relation to their knowledge or skill

b. What will you do to **get samples** of a child's skills

____ Give an exercise or assignment
____ Observe something that already happens in the classroom
____ Talk with parents, other teachers (if appropriate)

c. What type of assessment instrument is appropriate?

____ Checklist
____ Observational Notes
____ Standardized Tests
____ Other (Specify: _____)

SIGN-UP SHEET FOR SERVICES AND MATERIALS FROM NORTHWEST REGIONAL EDUCATIONAL LABORATORY
Region 6 Rural Technical Assistance Center (R-TAC)

We offer on-site, telephone, and mail consultations, workshops, and materials for rural districts to improve their Chapter 1 projects. These services are provided at no cost to the state department of education or rural districts. However, workshops and on-site consultations must be approved by the State Department of Education before they are provided. If you wish to receive services from the Region 6 R-TAC, please sign up below and we will contact you to discuss how we can assist you, or call us at 1 (800) 547-6339.

- ○ Connecticut Teacher Survey
- ○ Ten Attributes of Successful Programs
- ○ Sample Daily Schedule from Early Childhood Developmentally Appropriate Classrooms
- ○ Principles of Appropriate Practices for Primary Aged Children
- ○ Child-Selected Activities
- ○ Child Literacy Tip Sheets
- ○ National Education Goal 1
- ○ Informational Sheets on Chapter 1 Early Childhood Provisions, Requirements and Goals
- ○ Noteworthy Early Childhood Programs Resource Guide
- ○ Poem "The Little Boy"
- ○ Developmentally Appropriate Math and Language Activities
- ○ OTHER _____

_____

NAME: _____

ADDRESS: _____

AFFILIATION: _____

PHONE: _____

WORKSHOP EVALUATION

Title _____ **Date**_____

This is a convenient way for us to evaluate whether or not our workshop has been helpful to you. It is intended for two purposes: (1) to help us spot ways to improve similar workshops in the future, and (2) to help us identify areas you still need help with. Please give us your candid feelings; you do not need to sign it.

1. The workshop was (choose one):
   - ___ better than expected
   - ___ about as expected
   - ___ worse than expected

2. The strengths of the workshop were (as many as apply):
   - ___ the presenters
   - ___ the materials
   - ___ the group activities
   - ___ the eventual outcome
   - ___ specific comments:_____
     _____

3. The weaknesses of the workshop were (as many as apply):
   - ___ the presenters
   - ___ the materials
   - ___ the group activities
   - ___ the eventual outcome
   - ___ specific comments:_____
     _____

4. The workshop was especially helpful to (as many as apply):
   - ___ me
   - ___ teachers
   - ___ administrators/coordinators
   - ___ specific comments:_____
     _____

5. My main area(s) of responsibility is/are (as many as apply):
   - ___ regular teacher
   - ___ Chapter 1 teacher
   - ___ Chapter 1 Coordinator
   - ___ School Administrator
   - ___ Curriculum Supervisor
   - ___ Evaluator
   - ___ District Administrator
   - ___ Other _____

6. Here are some additional comments or suggestions:
   _____
   _____
   _____

TRANSPARENCIES

Developmentally Appropriate Practices Assessment Workshop

List of Transparencies

Number	Title
✣ T 1	Workshop Purposes
✣ T 2	ECE Readiness Cartoon
✣ T 3	Workshop Cautions
✣ T 4	Comparison of Two Models of Assessment
✣ T 5	Percentage of Schools Administering Readiness Tests
✣ T 6	DAP Philosophy
✣ T 7	NAEYC Warning Re: Screening
✣ T 8	NAEYC Guidelines on Standardized Tests
✣ T 9	Developmental Variability
✣ T 10	Developmental Variability
✣ T 11	Chapter 1 ECE Regulations
✣ T 12	Not Required by Chapter 1
✣ T 13	Criteria for Reviewing an Instrument
✣ T 14	Reading Assessment Cartoon
✣ T 15	Teacher Observation
✣ T 16	Parent Input
✣ T 17	Early Childhood Desired Outcome Elements
✣ T 18	Desired Outcomes Worksheet

Workshop Purposes

1. To present Chapter 1 requirements for assessing early childhood programs
2. To contrast the DAP with the more traditional readiness assessment model
3. To examine different assessment approaches for DAP programs
4. To apply assessment selection criteria
5. To demonstrate procedures to write a desired outcome statement
6. To develop and review a DAP assessment plan

"Two months with this and they blow their preschool entrance exams right out of the water."

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BEST COPY AVAILABLE

Workshop Cautions

- *Introduction* to Developmentally Appropriate assessment which provides awareness issues
- Field is rapidly changing
- Assessment tools to be reviewed are only a *small* sample of available instruments
- Follow-up or additional training may be needed

COMPARISON OF TWO MODELS OF ASSESSMENT

	READINESS DETERMINATION MODEL	DEVELOPMENTALLY APPROPRIATE MODEL
PRODUCES	Labeling of students	Understanding of students
OUTCOME ANTICIPATED BY TEST	Identify case of behavior	Determine type of instruction needed by a particular student
PHILOSOPHICAL ASSUMPTION	Learning is mastery of separate skills	Learning is guided by understanding
TEST CONDITIONS	Controlled environment	Assess in context; within the same conditions student learns
TEST ADMINISTRATOR	Psychometrician	Classroom teacher
TIME OF ADMINISTRATION	At pre-specified times during a "norming" period	Continuous
SPACE OF TIME BETWEEN ASSESSMENTS	Months	Continuous
RATIONALE PROVIDED TO STUDENTS	Little information about testing provided to students	Students told of the interactive nature of their efforts; assessment conditions designed to motivate students

Transparency 4

Transparency 5

PERCENTAGE OF SCHOOLS ADMINISTERING READINESS TESTS

82% of schools administer

readiness tests

before kindergarten

Durkin, 1987

DAP PHILOSOPHY

DON'T:

Test children to see whether they are ready for school.

INSTEAD:

Examine the schools to see whether they are ready for the children.

NAEYC WARNING

National Association for the Education of Young Children (NAEYC) warns that screening tests:

- Are often used for the wrong purpose
- May have error rates as high as 33 to 50%

NAEYC

GUIDELINES ON

STANDARDIZED TESTS

Tests:

Are used for intended purpose

Proven to be reliable and valid

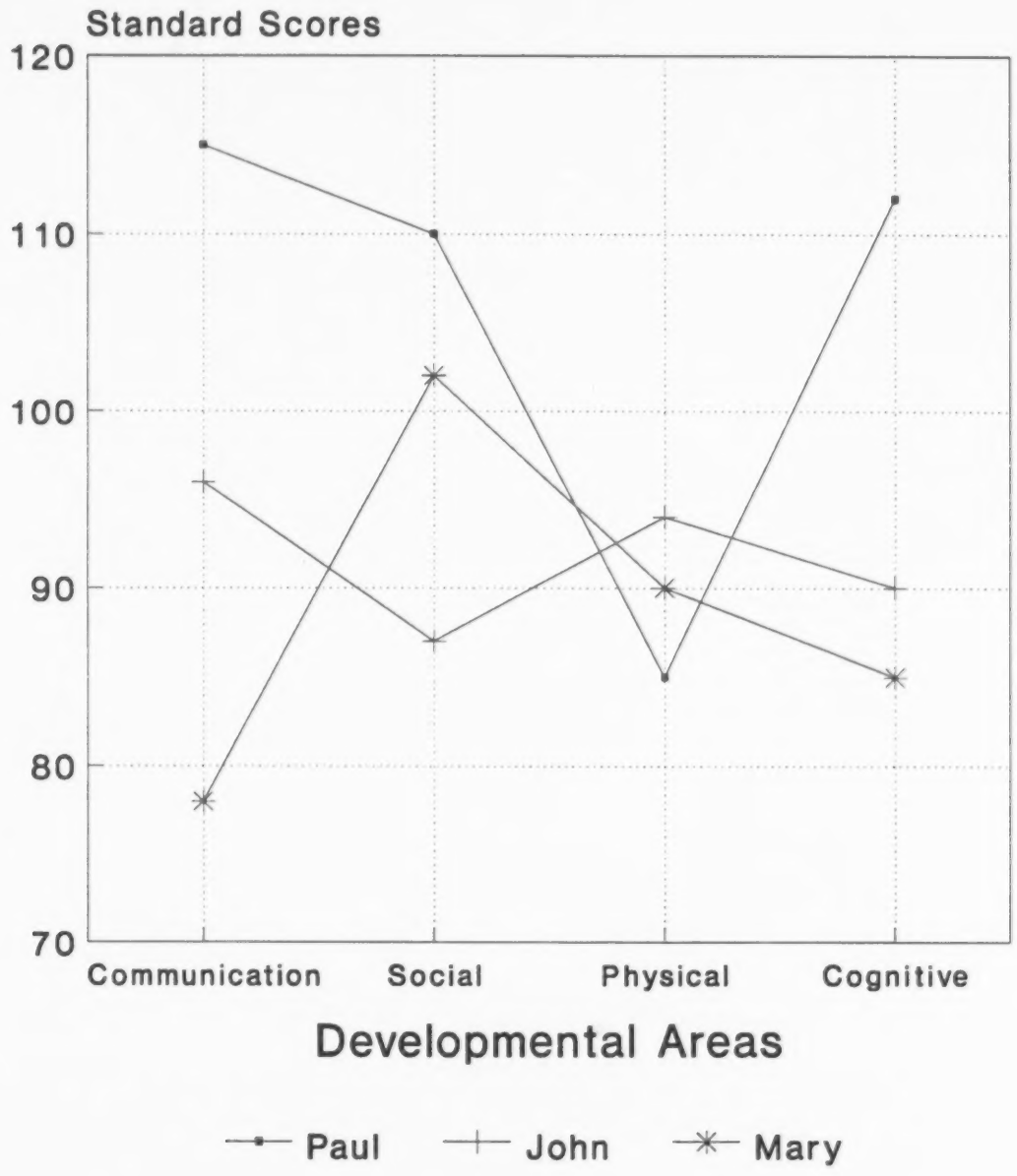
Are matched to your curriculum

Have provided training for careful interpretation

Have a qualified test administrator

Tests are sensitive to individual and cultural diversity

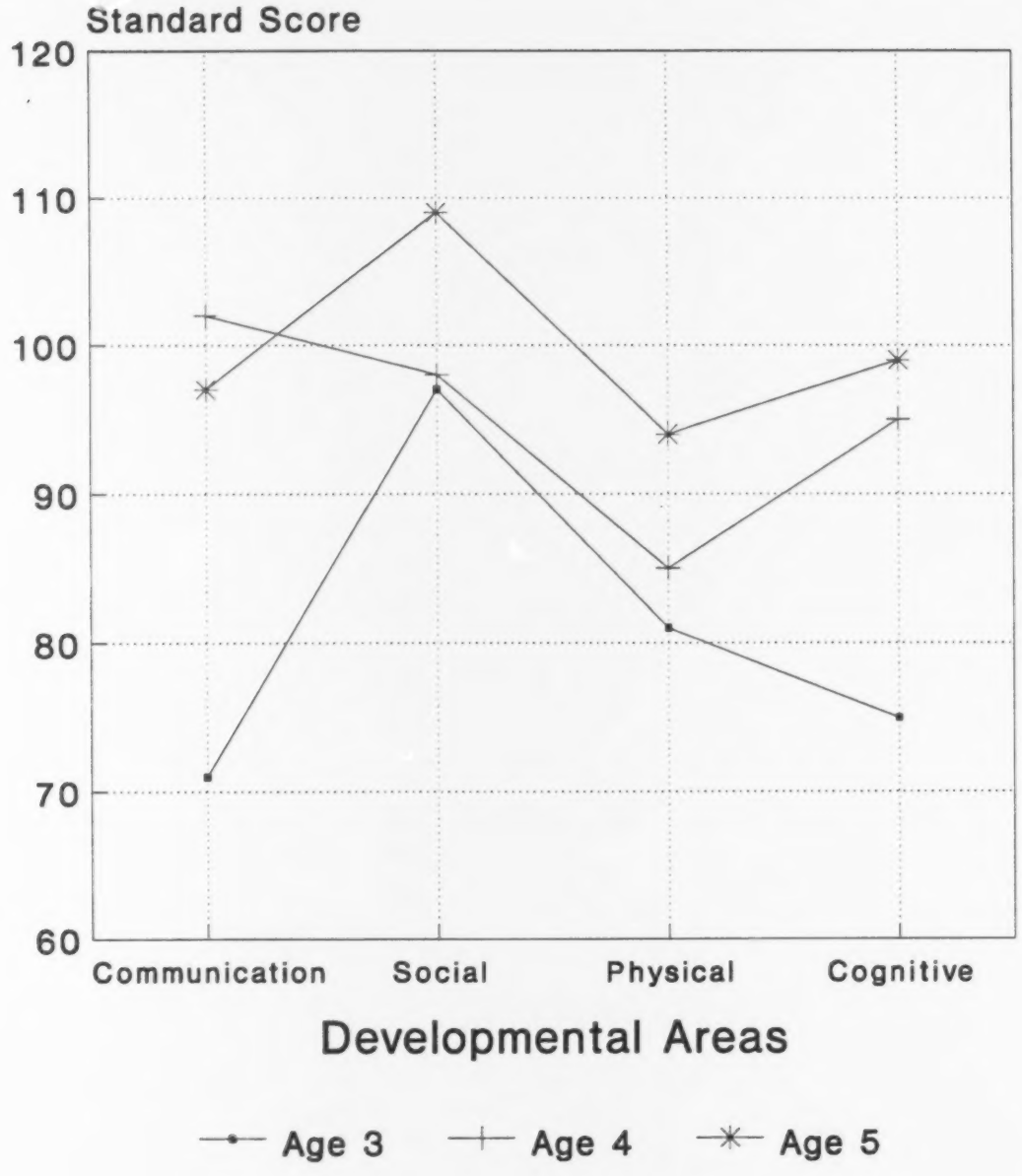
Developmental Variability: Same Aged Preschool Children *



*hypothetical data

Within Child Developmental Variability Over Time*

Student: Mary



*hypothetical data

CHAPTER 1 REGULATIONS:

PRESCHOOL, KINDERGARTEN, AND FIRST GRADE PROJECTS

EARLY CHILDHOOD PROGRAMS ARE REQUIRED TO:

- Evaluate program effectiveness
- Evaluate at least once every three years
- Conduct a local annual review for desired outcomes

EARLY CHILDHOOD PROGRAMS ARE *NOT* REQUIRED TO:

- Report aggregatable achievement data
- Use standardized tests to report achievement
- Conduct sustained effect studies
- Use fall-to-fall or spring-to-spring evaluation cycles

CRITERIA FOR REVIEWING AN INSTRUMENT

1. Does the instrument serve one of these main purposes for assessment?

   - Identification (especially identification of student strengths)
   - Tracking student growth
   - Evaluating the program

2. Does the instrument cover what you are emphasizing in your curriculum?

   DAP focuses on growth and development in a variety of domains:

   - Motivational or affective
   - Communication, language and/or literacy
   - Social or moral
   - Physical or motor
   - Cognitive or intellectual
   - Aesthetic or creative

7/24/90 Oregonian

Teachers can gather a wealth of information from students during class time.

Ways to do this include:

- Structuring instructional activities so teachers can observe specific skills
- Establishing a portfolio to collect samples of children's work
- Keeping daily notes on children's behavior; then using a summary checklist to evaluate important skills

Don't overlook parents

as a valuable source of

assessment information

for the purpose of

program planning

DESIRED OUTCOMES ELEMENTS

Goal

Outcome Indicator

Standard or Performance Level

Time Frame

Desired Outcomes Worksheet

	Outcome #1	Outcome #2
Goal		
Indicator		
Standard		
Time Frame		

Desired outcome statement #1:

Desired outcome statement #2: